DOCUMENT RESUME

ED 250 048 JC 840 585

AUTHOR Clagett, Craig A.
TITLE Preliminary Market Analysis and Institutional Assessment.
INSTITUTION Prince George's Community Coll., Largo, Md.
PUB DATE Nov 84
NOTE 65p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Planning; *Community Characteristics; Community Colleges; Futures (of Society); *Institutional Characteristics; *Long Range Planning; *School Community Relationship; Self Evaluation (Groups); Two Year Colleges; Two Year College Students

ABSTRACT

Developed for planners at Prince George's Community College (PGCC), this report presents information to be used in the college's new planning process for fiscal years 1987 through 1991. The first section presents an analysis of the college's current situation, including information concerning PGCC's market share; enrollment trends; and student demographics, goals in attending PGCC, attendance patterns, and program choices. The second section examines a number of factors in PGCC's external environment that will affect the institution during the 5 year period. Information is presented on the decline in county high school graduates, an aging population structure, a growing economy, increasing competition from other institutions, constrained governmental funding, financial aid availability, new residents and their educational attitudes, and the possible reinstatement of military conscriptions. The third section enumerates several internal PGCC characteristics that will influence institutional planning, including the labor intensive nature of PGCC; its history of efficient operation, tenured faculty, mission, retention of transfer students, community image, and scheduling policies; and the development of new programs and delivery methods. The bulk of the report is devoted to data displays related to the factors discussed in the first three sections. Planning briefs and a response form are attached. (LAL)

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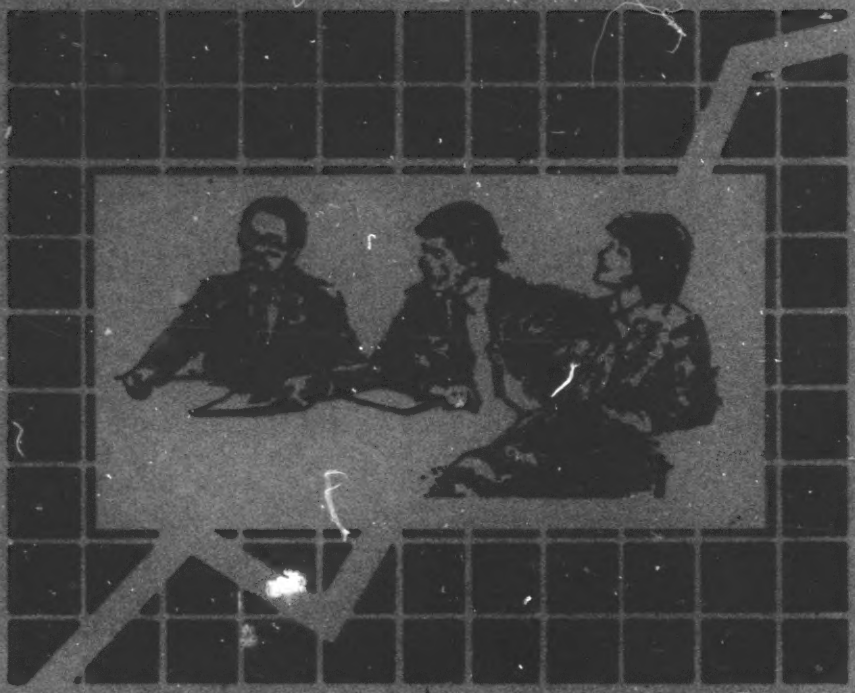

PRELIMINARY MARKET ANALYSIS and INSTITUTIONAL ASSESSMENT

Craig A. Clagett
Planning Office
November, 1984

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PRINCE GEORGE'S COMMUNITY COLLEGE

I N T R O D U C T I O N

The purpose of this Preliminary Market Analysis and Institutional Assessment is to present in a convenient format a collection of information useful for planners involved in the College's new planning process for fiscal years 1987 through 1991.

The first section presents a current Situation Analysis similar to that found previously in Marketing Plans. The section includes information concerning the College's market share, enrollment trends, student demographics, student goals in attending PGCC, student attendance patterns, and student program choices.

The second section examines a number of factors in the College's external environment that will impact on the institution during the next five years. These include a decline in County high school graduates, an aging population structure, a growing economy, increasing competition from other institutions, constrained governmental funding support, financial aid availability, new residents and their perceptions of educational value, and possible reinstatement of military conscription.

The third section enumerates several internal characteristics of Prince George's Community College that will affect institutional plans for the future. These include the labor intensive nature of the institution, its history of efficient operation, and its tenured faculty. Also discussed are the College's mission of providing affordable education, its retention of transfer students, its image in the community, its scheduling policies, the opening of Accokeek Hall, and development of new programs and delivery methods.

The bulk of the document is devoted to data displays relating to the factors discussed in the first three sections. This information was developed for the use of the various people on campus who will participate in the College's new planning process.

A list of planning briefs prepared for Planning Council use during the last year is attached at the end of the document. The last item in the package is a user response/suggestion form provided to encourage feedback on the usefulness of the document.

SITUATION ANALYSIS

1. Market Share

A total of 12,959 residents of Prince George's County attended Maryland colleges and universities as full-time undergraduates in fall 1983. Prince George's Community College enrolled 3,920 or 30.2 percent of these full-time students. Only the University of Maryland at College Park had more P.G. County residents enrolled full-time as undergraduates. Deducting the junior and senior level students from the UMCP total revealed PGCC to be the choice of more County residents for freshmen and sophomore study than any other institution.

PGCC's market share of full-time undergraduates had declined slightly from the 31.8 percent of 1982. This decrease was associated with a drop in full-time students at PGCC while UMCP, Bowie State, Towson, UMBC, and Capitol Tech were all attracting more full-timers. Statewide data for Fall 1984 are not yet complete, but PGCC experienced a 10 percent decrease in full-time students compared to Fall 1983. PGCC currently enrolls 3,836 full-time students compared to the all-time high of 4,581 of Fall 1982. The decline reflects a decrease in students entering direct from high school. The percentage of high school graduates entering PGCC the fall after graduation declined for the second consecutive year, to 16 percent. The College was enrolling a decreasing proportion of a decreasing total.

The Community College dominated the part-time student market in both 1982 and 1983. PGCC enrolled 63.5 percent of all County residents attending a Maryland college or university for credit as a part-timer in Fall 1983, up slightly from 62.8 percent in 1982. PGCC enrolled three times as many part-timers as its nearest competitor, the University of Maryland's University College.

Data for comparing market shares in the noncredit area were not readily available. However, PGCC Community Services programs have been growing strongly over the past three years. The College's strongest competitor would probably be the Adult Education programs of the County school system. The University of Maryland's University College has a strong noncredit program of workshops, seminars, and conferences aimed at the professional development market.

2. Enrollment Trends

For the second consecutive year, credit student headcount and student credit hours declined at Prince George's Community College. A total of 14,083 students enrolled for 106,186 credit hours in Fall 1984. The decline was anticipated; the official projection forecast 14,038 students and 106,127 hours. The average load for credit students was 7.54, the lowest on record. Twenty-seven percent of the College's credit students enrolled for 3 hours or less.

Course enrollment in Community Services totalled 8,765 in Fall 1984, up from 8,337 the year before. Eligible FTEs went up over 15 percent. Increases in contract training and Senior Citizen programs accounted for the growth. Community Services annual FTEs increased by over 90 percent during FY81-84.

3. Student Demographics

The median age for credit students in Fall 1984 was 23. For full-timers, many of whom matriculate directly from high school, the median age was 19. For part-timers, typified by the "returning student," the median age was 26. These averages have been stable in recent years. One in every five credit students was over age 35. Students aged 18-24 accounted for two-thirds of the total credit hours.

Three of every five credit students were female. The proportion female has stabilized in recent years after steady growth during the 1970s. Women attending part-time accounted for 46 percent of the College's total hours in Fall 1984.

Black students accounted for 38 percent of the College's credit students in Fall 1984. This was the second year in a row in which the black proportion edged up a point after remaining level at 36 percent for the four years 1979-82. Asian and Hispanic students accounted for 6 percent.

4. Student Goals

Why do students enroll at PGCC? Approximately one in four attend for personal enrichment reasons. Another 16 percent of the College's combined credit and noncredit headcount attend in order to explore new interests. Thirty-eight percent enroll for job related reasons. Only a tenth of these occupationally-oriented students are committed to earning the A.A. degree; the balance would leave before completion of their program if the right job offer came along or enrolled with the intention of taking only a few courses. The remaining one-fifth of the College's students are preparing for transfer to a 4 year college or university. An understanding of these student goals helps explain why an institution enrolling as many as 25,000 students produces about 1,000 graduates a year.

5. Student Attendance Patterns

Almost three-fourths of the College's credit students attend part-time. The proportion taking just one class is approaching one-third. The average credit hour load is at its lowest ever. Part-time students accounted for over half of the total hours generated by credit courses in Fall 1983 and Fall 1984.

Forty-six percent of PGCC's credit students attend classes on-campus during the day exclusively. Twenty-two percent attend evening classes at Largo exclusively. Almost a fifth of the College's credit students attend class only at extension centers. Three and a half percent attend only on the weekend; another one percent are exclusively telecredit students. The remainder have mixed schedules. Two-thirds of the hours generated by credit courses are produced on-campus during the day. Evening classes at Largo contribute 18 percent. Extension operations generate 12 percent. These Fall 1984 figures are consistent with recent years.

6. Student Program Choices

Forty-six percent of the credit students enrolled in Fall 1984 were identified as career program majors. Thirty-five percent were pursuing transfer curricula. Nineteen percent of the students taking credit classes either had no intention of seeking a degree or were undecided about their program. Programs with the largest enrollment included General Studies, Computer Technology, Management, and Health Technology. Enrollment in occupational certificate programs increased to 6.38 percent of the College's credit students, the highest proportion to date. Certificate students accounted for over six thousand credit hours in Fall 1984, down slightly from the record 6,239 in Fall 1983.

ENVIRONMENTAL PLANNING FACTORS

1. Decline in high school graduates

State and County planning officials project 12th grade enrollment in P.G. public schools to decline from approximately 8,000 currently to less than 5,500 in the early 1990s. PGCC has historically enrolled between 16 and 20 percent of the County's high school graduates each fall. Due to their tendency to attend full-time, a decline in these students will be magnified in credit hour terms. Students aged 18-19 accounted for one third of the total hours generated by credit courses in Fall 1984.

2. An older population

Younger residents, who are more likely to attend PGCC and carry more hours while enrolled, are declining in number. Older residents are increasing in number, but they enroll at lower rates and carry fewer credits. Even if marketing efforts succeed in maintaining a stable credit student headcount, FTEs will decrease due to the lighter loads carried by older students. In credit hour terms it takes two 30 year olds to equal one 18 year old. Two factors might mitigate this bleak assessment. The population shift will mean more older working adults and more senior citizens, two groups served well by short term noncredit programming. The projected decline in credit program FTEs may be offset to a degree by increases in Community Services. The other factor is migration of new residents into the County. While official projections do include estimates of net migration, should the County realize unanticipated net in-migration the College could benefit. Higher than expected in-migration would probably reflect a growing economy and the College could be well situated to serve the educational and training needs of the expanding workforce.

3. A growing economy

Most models of college enrollment incorporate some indicator of the strength of the local economy. The health of the County economy undoubtedly affects PGCC enrollment. In the short term, marginal changes in enrollment appear related to local employment prospects. During the 1980-84 period, fall credit enrollment followed economic conditions, rising and falling with changes in the County's unemployment rate. This inverse (some say "perverse") relationship, enrollment going up when the economy goes down, is often explained by the hypothesis that unemployed workers may stop in to take a course or two to enhance job skills. The economic impact on Community Services enrollment has not been as clear. Even discarding the special populations less affected by employment conditions, noncredit enrollment has not mirrored changes in the local economy as closely as the credit programs. The economic impact has been subsumed in the growth generated by initiation of new programs. This underscores the fact that economic factors are not determinant but are elements in a larger mix of interacting variables that collectively affect college enrollment levels.

In the long term economic growth contributes to college vitality. New industry attracts workers, increasing the service population and creating demand for new services and programs. The long term outlook for growth in the County remains favorable, suggesting a potential for college growth in the mid to late 1990s. Among the factors producing the optimistic long-term outlook are the County's location near the Nation's Capital and the Port of Baltimore, large tracts of undeveloped and relatively inexpensive land, an extensive transportation network, an

unprecedented increase in office and R & D space due to new construction centered in office/research parks, and an economic development program designed to promote these features to employers looking for new locations. Many of the new office parks will have facilities opening up during the next five years. Economic conditions encouraging business expansion could result in increased local employment and opportunities for the College.

Metropolitan Washington Council of Governments forecasts project employment in Prince George's County to grow by nearly 70 percent between 1980 and 2010, compared to 46 percent in neighboring Montgomery County. Much of the growth between now and 1990 is projected to occur near the Beltway and in the northern part of the County. Most new jobs will be in the services and retail trade industries, with clerical and production jobs showing the greatest growth. While economic development plans target electronics, computer, and engineering firms, high technology occupations will not dominate local job growth.

4. Increasing competition among higher education institutions

PGCC's enrollment is affected by the attractiveness of other institutions to both existing and prospective students. Current PGCC students may be enticed to transfer to other schools before completing their program. First-time students are being courted as never before, as colleges and universities across the country compete for a bigger share of the dwindling high school graduate market. PGCC's drop in full-time students in FY84 may have been associated with gains at Bowie State, Capitol Tech, and the University of Maryland at College Park. Early information for Fall 1984 suggests that selective private colleges and major universities are experiencing enrollment gains, while open-admissions schools including community colleges are registering enrollment decreases. Locally, American, Catholic, George Mason, George Washington, Georgetown, and Maryland Universities all enrolled more freshmen this fall than last. All four local open-admissions colleges--PGCC, Montgomery College, Northern Virginia Community College, and the University of the District of Columbia--had enrollment declines. Selective-admissions schools have benefited from the improved economy and applicants receptive to their increasingly sophisticated marketing efforts. Open-admissions schools are losing the better students to the more prestigious schools and the improved employment situation has reduced the number of part-time students enrolling for job skill upgrading. In the noncredit arena, community colleges face competition from the adult education programming of the public school system, proprietary institutes, self-directed learning, employer training programs, and community agencies. Major universities have added programs to attract the "non-traditional student." In short, community colleges now face greater competition than ever before as County residents have more choices for investing their educational dollars. And of course education competes with other activities for disposable income!

5. Constrained governmental support

Pressures on state and local governmental budgets will limit financial support for the community college. With state aid primarily dependent on enrollment levels and the County pressed for funds under the TRIM constraint, the College may be forced to raise tuition on a fairly regular basis to maintain current programs and services. The outlook for state support remains uncertain at this time, as the funding mechanism is currently under study. The present County administration is committed to improving its level of support to the community college. The County contributed 0.89 percent of its budget to PGCC in FY84, compared to a statewide average of 1.43 percent. The County's contribution accounted for less than 23 percent of PGCC's general fund operating budget. Local aid accounted for an average of 33 percent of community college budgets statewide.

6. Availability of financial aid

The impact of future tuition increases may be partially mitigated by financial aid. Approximately one third of the College's students receive some form of financial assistance. While increased financial aid was undoubtedly a major factor associated with enrollment gains at PGCC in the 1970s, the future impact is less certain. Financial aid enables some students to attend more selective schools where previously tuition was perceived as a barrier. At the same time, the availability of financial assistance has attracted some students to the College who might not have considered college at all.

7. New County residents and the perceived value of education

Overall County population totals have remained relatively stable for the past 15 years. This stability hides dramatic population turnover, however. During the five year period 1975-80, for example, 166,639 people moved into the County and 205,419 moved out. Many of the in-migrants have moved to P.G. from the District. While further research is needed, there is suggestive evidence that a substantial number of these new residents may come from backgrounds where education has not been highly valued.

8. Possible reinstatement of military conscription

The military services face the same shrinking market of young people as higher education. The military will need to recruit a much higher percentage of this group in order to meet the perceived need for an adequate defense. It is questionable whether an all-volunteer military could attract the number of new recruits the country will believe it needs. It is likely that some form of compulsory military service will be implemented in the early 1990s. It is difficult to speculate on the impact of a military draft on PGCC enrollment lacking details of the draft system.

INSTITUTIONAL PLANNING FACTORS

1. Labor intensive organization

The era of rapid enrollment growth has ended. Today's plans must assume stable enrollment levels at best. It is reasonable to expect the cost of many of the inputs needed to operate the College (utilities, etc.) to continue to rise. The financial squeeze will arrive. One characteristic of educational institutions that will make coping more difficult is their high labor intensity. Over 85 percent of the College's General Fund expenditures go to pay personnel compensation.

2. A history of relative efficiency

Limited local support and strong enrollment growth combined to make PGCC one of the most efficient community colleges in Maryland in the Seventies. In spite of paying the highest average faculty salaries in the state, PGCC's cost per FTE student has consistently been among the lowest in Maryland. Extensive use of part-time faculty enabled the College to afford to deliver expanded instruction to meet the 1970s' enrollment growth. When inflation is controlled for, PGCC's cost per FTE has generally shown a decline since FY79. While we can all probably name an area with slack, for the most part the institution operates efficiently, with some areas clearly understaffed. We can take pride in our efficiency, but it reflects the low level of local support and suggests hard decisions if the financial crunch gets severe.

3. Tenured faculty

The College has about 180 tenured teaching faculty. In recent years, they have taught classes accounting for about two-thirds of the College's credit hours. While the projected decline in college-wide credit hours can be absorbed by the part-time faculty buffer, this ignores the likely variation in enrollment changes in different programs. Student program choices may require reallocation of faculty positions among departments, or even between credit and noncredit teaching assignments. As a higher percentage of classes are taught by full-time faculty, per-student costs of delivering instruction rise. These considerations suggest the wisdom of making opportunistic use of natural attrition.

4. The College's mission of affordable education

State and local funding constraints may necessitate cuts in programs or services or relatively continuous tuition increases. Raising tuition too rapidly could impinge on the College's mission of providing accessible education. Cutting

programs could impinge on the College's mission to provide comprehensive offerings. The College will need to continue to work with State and County officials to maximize funding support while it explores alternative tuition schemes, financial aid programs, and credit card payment to assist students in meeting their increasing contribution.

5. **Low retention of transfer students**

Most transfer program students leave PGCC before completion of the A.A. program. While students generally succeed in transfer and report satisfaction with PGCC, this costs the College credit hours and leads to the cancellation of upper level courses--making it difficult for those who would like to complete their program to do so. The College might investigate student reasons for early transfer and design strategies to encourage completion of the A.A. Do PGCC programs require courses not needed for the B.A. or B.S.? Perhaps sophomores could be given registrations priority and special internships.

6. **A mixed image in the community**

While several individual programs at the College have excellent reputations, PGCC's overall academic image in some segments of the community is poor. Several studies to assess community perceptions of PGCC's image are currently underway. Faculty efforts to maintain standards must be supported; the integrity of our programs is our only product. All aspects of the College should be reviewed to assess their impact on PGCC's image and marketing efforts. Remedial basic skills instruction is an integral part of the community college mission but might be better presented as a more distinct "College Preparatory Program" that must be completed prior to enrollment in credit classes. Wholesale cancellation of classes at the last minute angers students and damages the College's image. Perhaps fewer sections should be offered initially, and sections added as needed.

7. **Scheduling**

Does the College's current academic calendar of two regular semesters and two summer sessions most effectively meet the needs of its students? Summer sessions currently account for about ten percent of the annual hours. What would be the impact of implementation of a quarter system? Fall credit classes now begin before Labor Day, while major competitors start after Labor Day. Does PGCC lose students because of its earlier starting date?

8. **Opening of Accokeek Hall**

Opening of the new learning center will increase operating costs. The College should explore ways that the new facility might generate FTEs. Can the new space be used to support new courses or programs? (Perhaps a highly visible Honors Program in plush new offices?) Publications might feature the

new Library in promotional efforts to enhance PGCC's academic image.

9. **Product development**

Community colleges have a record of being responsive to changing local needs for training and education. PGCC can be expected to continue to provide the courses, programs, and delivery modes vital to support the County's economy. While technical jobs are projected to account for only 4 percent of the County's jobs in 1990, many of these positions will be in the new growth industries increasingly attracted to the D.C. area. The State Board for Community Colleges has identified a need for technician training programs in computer service and repair and demand for programs to support the growing telecommunications industry in the Washington-Baltimore corridor. The College has implemented programs in both of these areas. In addition to meeting needs for new programs, the College has also developed new delivery modes in response to student preferences. A six month institute in dental assisting has been initiated to replace the two-year credit program, for example. The Arts and Sciences, Technical and Career Education, and Community Services areas will continue to be responsible for monitoring local needs and proposing new programs and options to meet emerging County economic developments. The College's new planning framework calls for such area input to the Planning Council by February of each year.

PLANNING ASSUMPTIONS

This Preliminary Market Analysis and Institutional Assessment was designed to provide a relatively comprehensive set of background information about the College's current situation, both internally and in the context of its environment, in a single place for ease of reference. It is hoped that the material included will be helpful to area planners, the Marketing Task Force, constituency groups, and others in the college community as they prepare their input into the College's FY87-91 planning cycle.

A more immediate use of this collection of information will be to assist in the development of a set of Planning Assumptions for Prince George's Community College for Fiscal Years 1987-1991. The Planning Assumptions will be adopted by the Planning Council and included in the Master Plan for FY87-91 to be published July 1, 1985. It is anticipated that the assumptions will include enrollment projections, a statement of market positioning for the College, projections concerning governmental funding support, the outlook for financial aid, and other college-wide forecasts to guide the operational planning efforts of the College's various divisions and offices.

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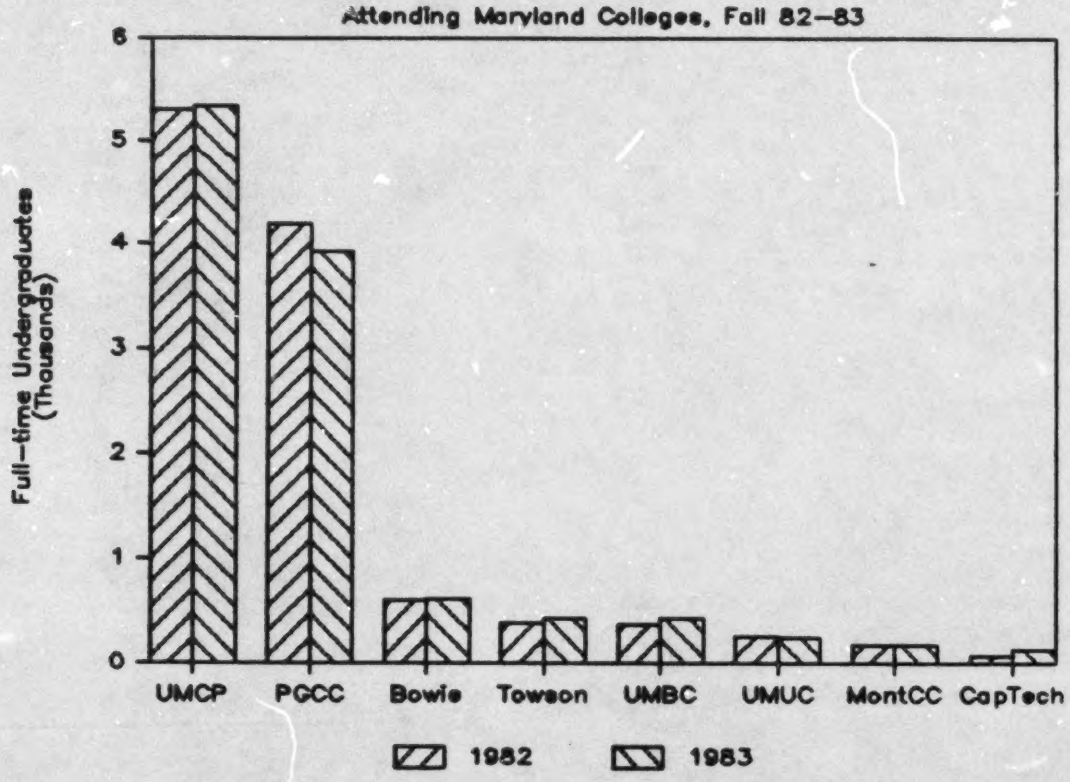
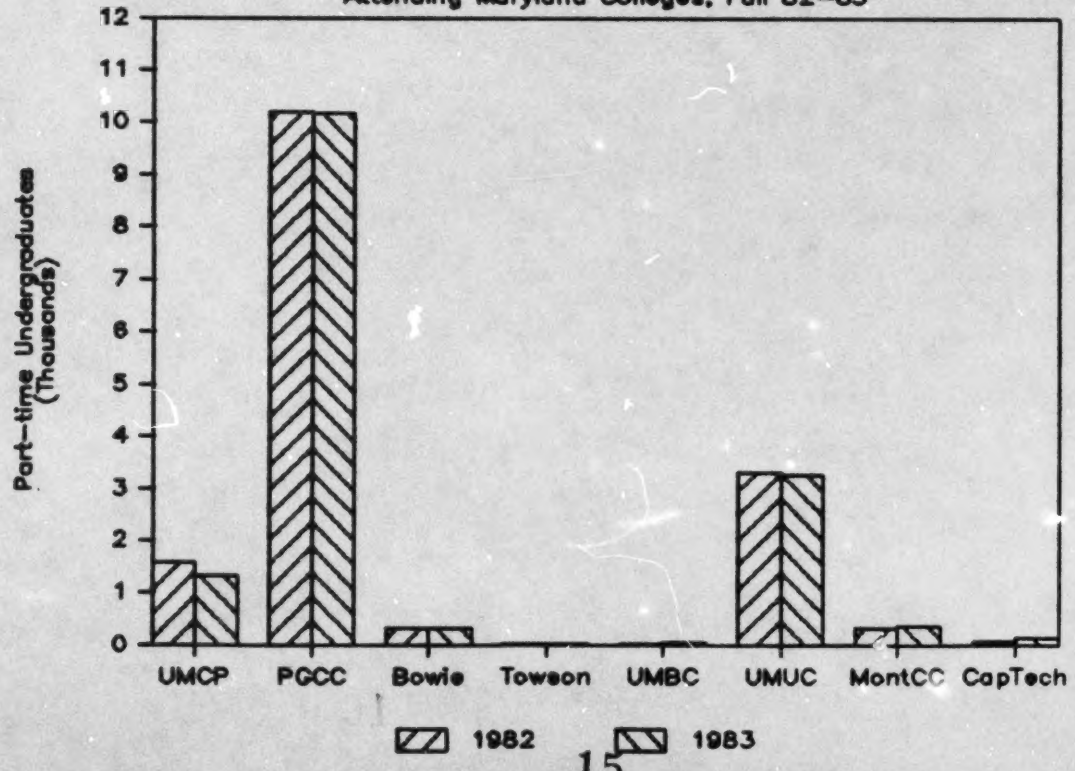
P.G. COUNTY FULL–TIME UNDERGRADUATES

Attending Maryland Colleges, Fall 82–83



P.G. COUNTY PART–TIME UNDERGRADUATES

Attending Maryland Colleges, Fall 82–83



Undergraduate Enrollment of P.G. Residents, 1982-83

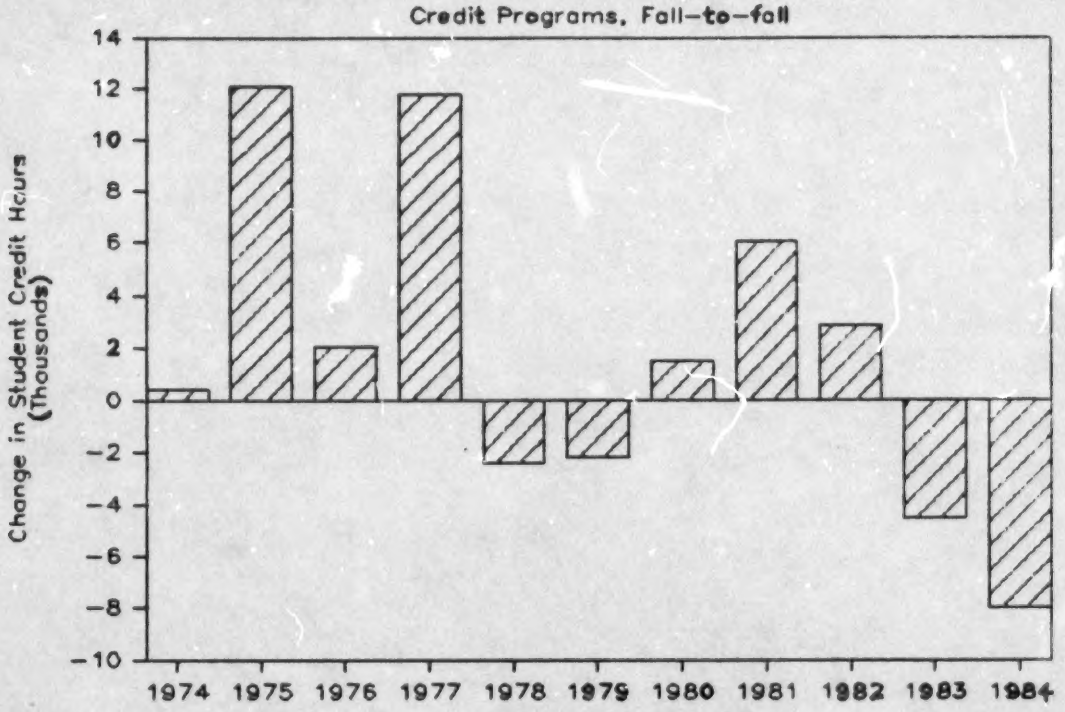
Maryland College or University	Code	FALL 1982 Full-time Students	FALL 1982 Part-time Students	FALL 1983 Full-time Students	FALL 1983 Part-time Students
University of Maryland College Park	UMCP	5,307	1,593	5,335	1,341
Prince George's Community College	PGCC	4,187	10,202	3,920	10,168
Bowie State College	Bowie	600	328	614	325
Towson State University	Towson	377	31	423	35
University of Maryland Baltimore County	UMBC	368	32	431	44
University of Maryland University College	UMUC	258	322	244	3,266
Montgomery Community College	MontCC	172	324	173	380
Capitol Tech	CapTech	67	68	125	137
Frostburg State College	Frstbg	304	20	267	16
Salisbury State College	Salsbry	272	13	270	15
Morgan State University	Morgan	238	23	248	15
University of Maryland at Baltimore	UMAB	180	6	142	7
Saint Mary's College of Maryland	StMary	170	4	148	3
University of Maryland Eastern Shore	UMES	139	9	164	8
Loyola College	Loyola	79	3	83	2
Mount Saint Mary's College	MtStMry	63	0	57	0
Western Maryland College	WestMd	56	0	38	0
Washington Bible College	WshBib	48	57	48	73
Columbia Union College	ColUn	46	15	0	24
All others	Others	246	190	229	166
TOTAL		13,177	16,240	12,959	16,025

Numbers reflect P.G. County residents enrolled as undergraduates at colleges and universities in Maryland in Fall 1982 and Fall 1983. Figures reflect all levels, freshmen through seniors. Data from the State Board for Higher Education.

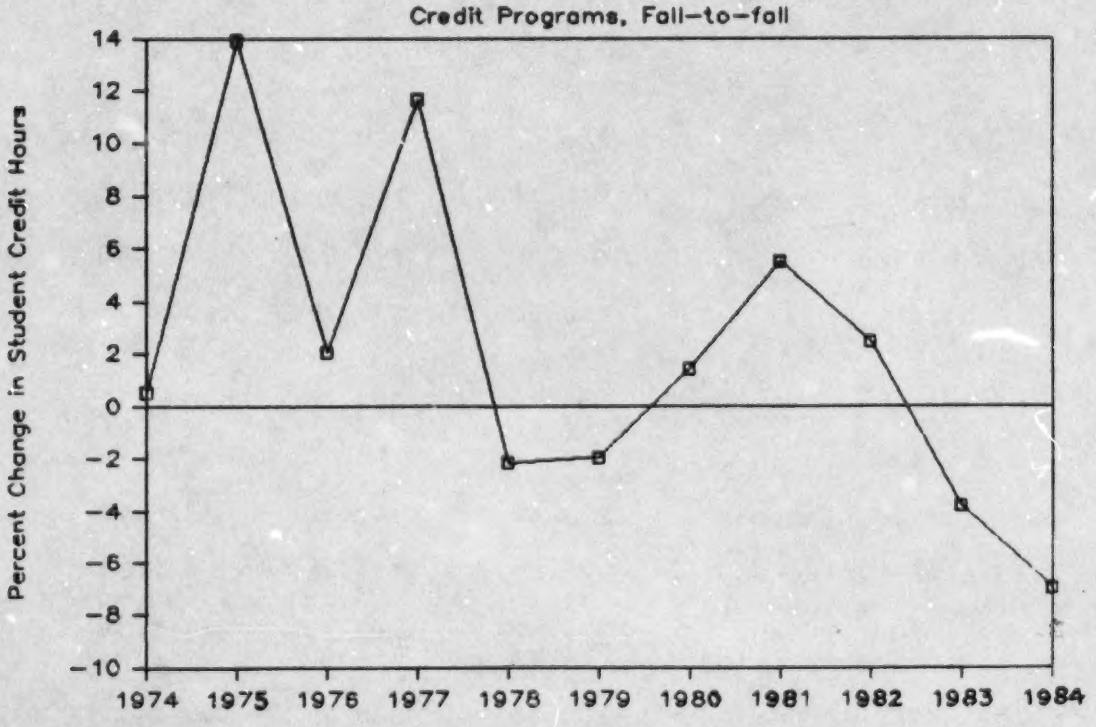
Undergraduate Market, P.G. Residents

	Fall 1982	Fall 1983
Full-time Market Share		
PGCC FT students	4,187	3,920
Total FT in Maryland	13,177	12,959
PGCC Market Share	31.8%	30.2%
Part-time Market Share		
PGCC PT students	10,202	10,168
Total PT in Maryland	16,240	16,025
PGCC Market Share	62.8%	63.5%

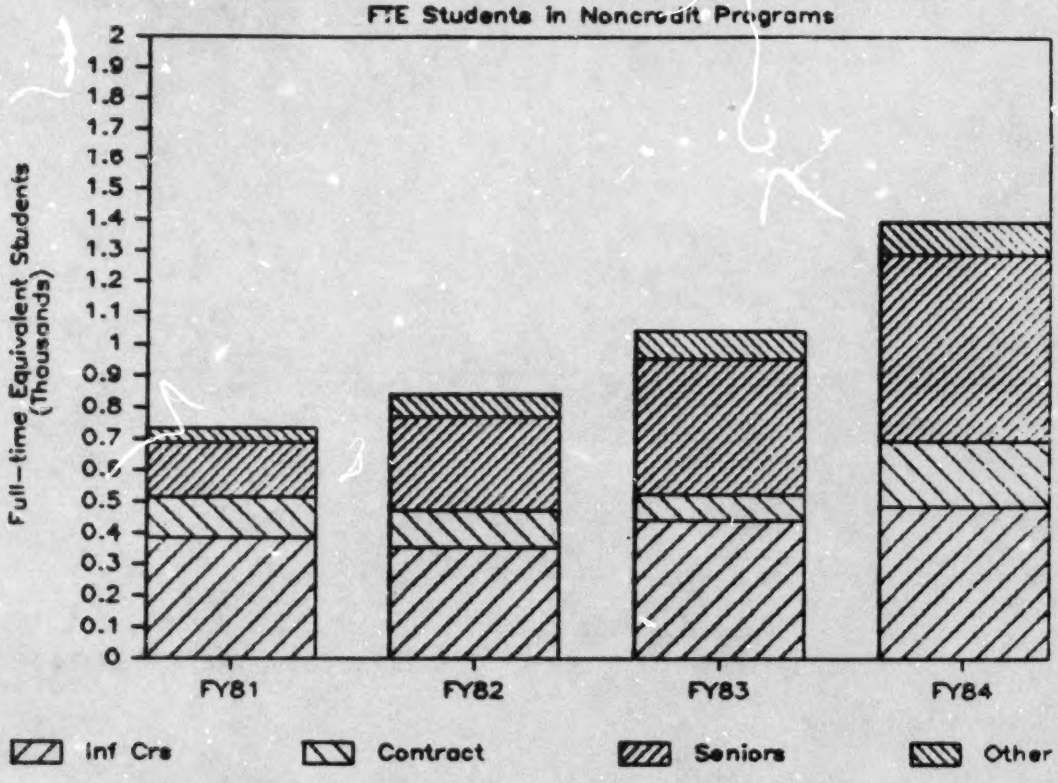
ANNUAL CHANGES IN FALL CREDIT HOURS



PERCENT CHANGE IN FALL CREDIT HOURS



COMMUNITY SERVICES FTEs, FY81–FY84

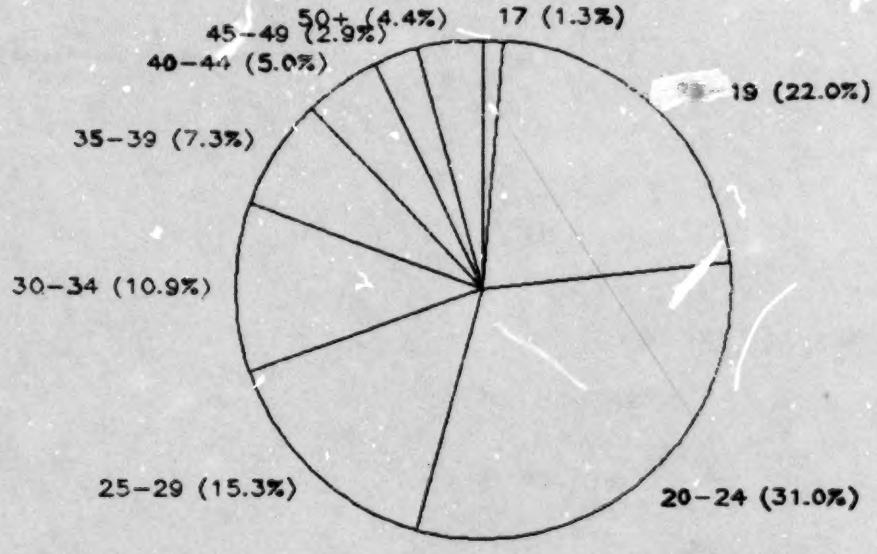


Community Services FTEs and Equivalent Hours

	FY81	FY82	FY83	FY84
Fall FTEs	264.01	279.16	326.80	406.63
Spring FTEs	66.34	161.80	242.45	427.77
Summer FTEs	401.65	398.81	473.50	559.28
Annual FTEs	732.00	839.77	1,042.75	1,383.68
Informal courses	381.91	353.75	442.15	486.14
Contract training	131.66	118.12	79.96	208.40
Special populations	218.43	367.90	520.70	699.14
Senior Citizens	171.65	296.16	432.32	594.44
Child. Dev. Clinic	32.48	43.03	52.40	56.96
Talented/Gifted	2.42	12.39	19.58	35.26
College for Living	11.88	16.32	16.41	12.48
TOTAL FTEs	732.00	839.77	1,042.75	1,383.68
Equivalent hours	21,960	25,193	31,287	41,510

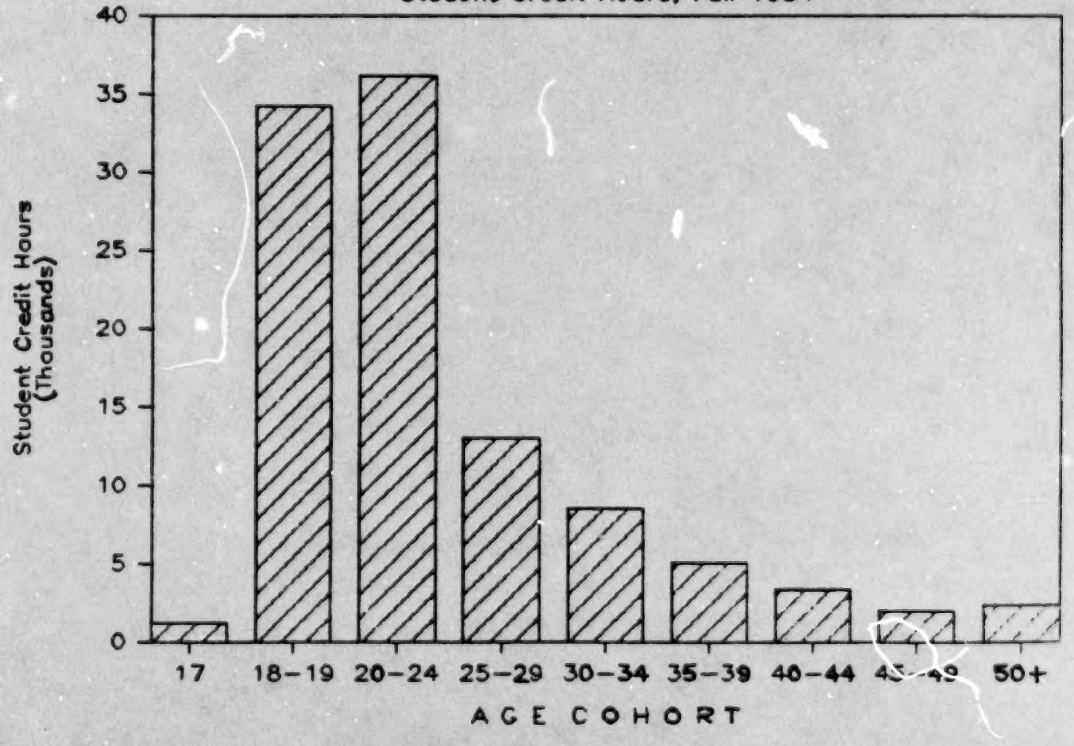
CREDIT STUDENT AGE DISTRIBUTION

Students in Each Age Group, Fall 1984



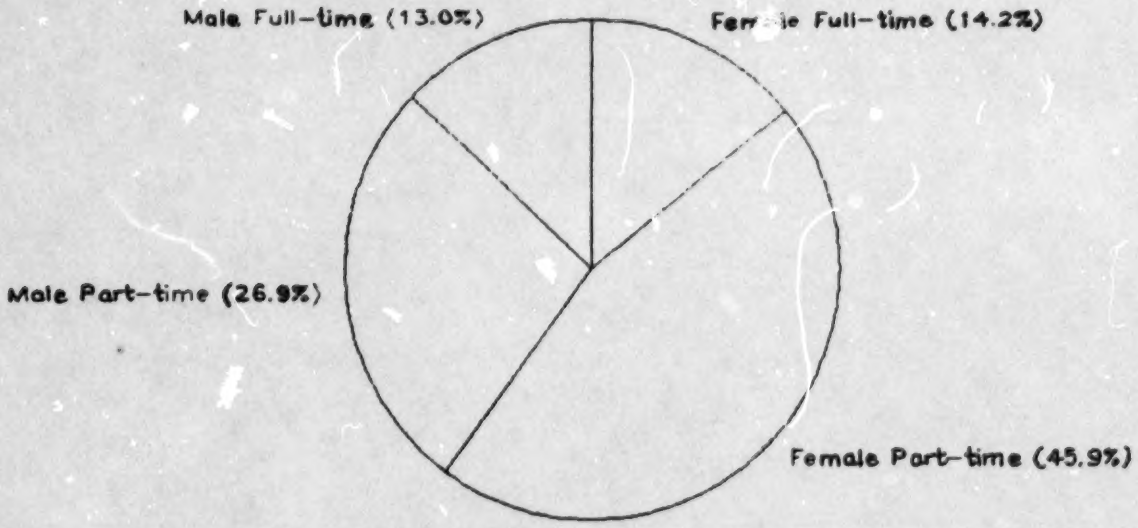
CREDIT HOURS GENERATED BY AGE COHORT

Student Credit Hours, Fall 1984



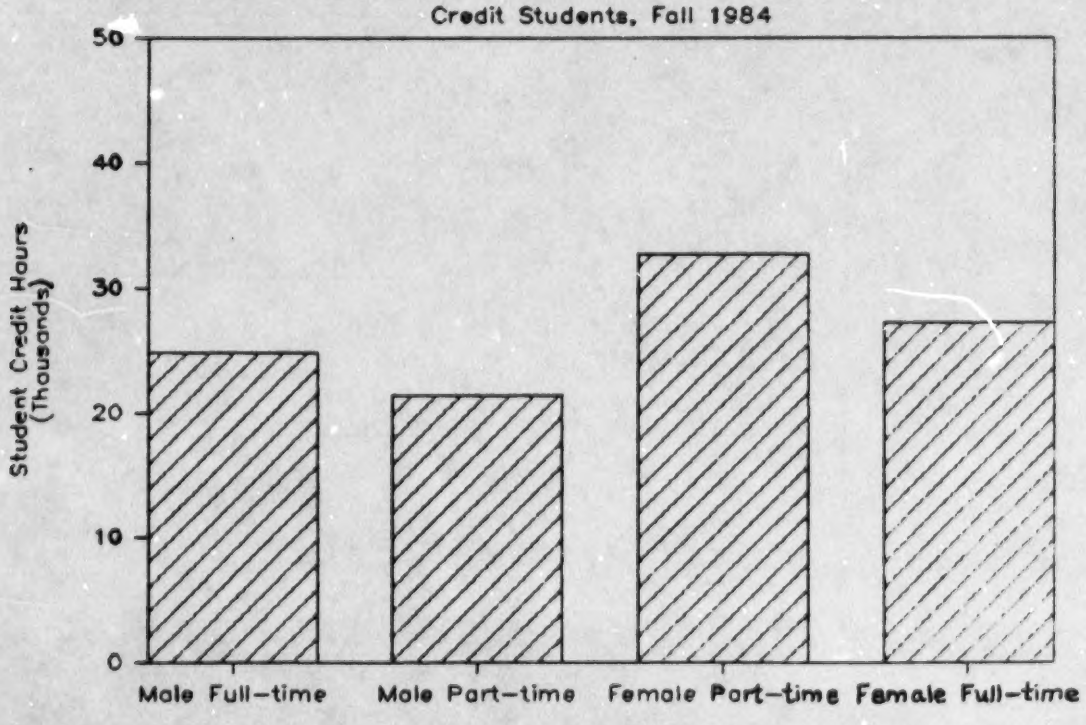
FULL/PART-TIME STATUS BY SEX

Credit Students, Fall 1984



CREDIT HOURS BY SEX AND LOAD

Credit Students, Fall 1984



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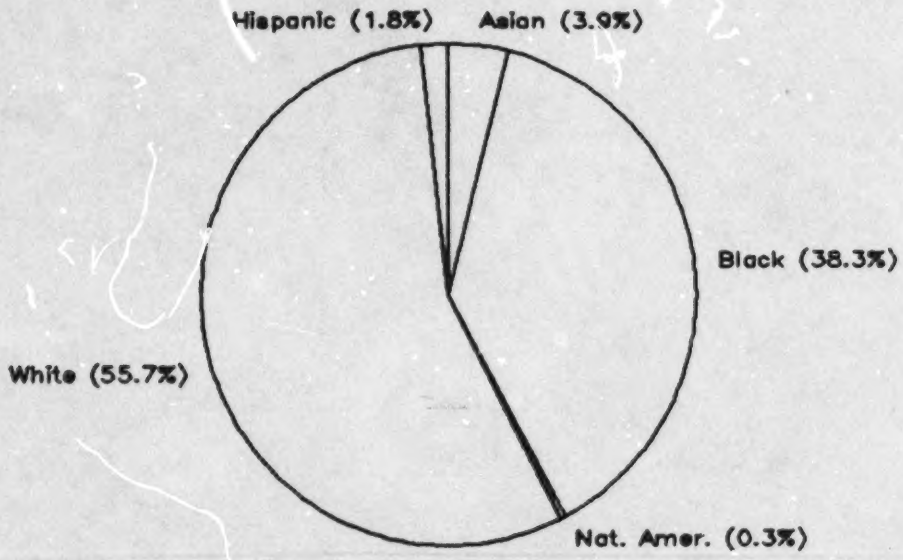
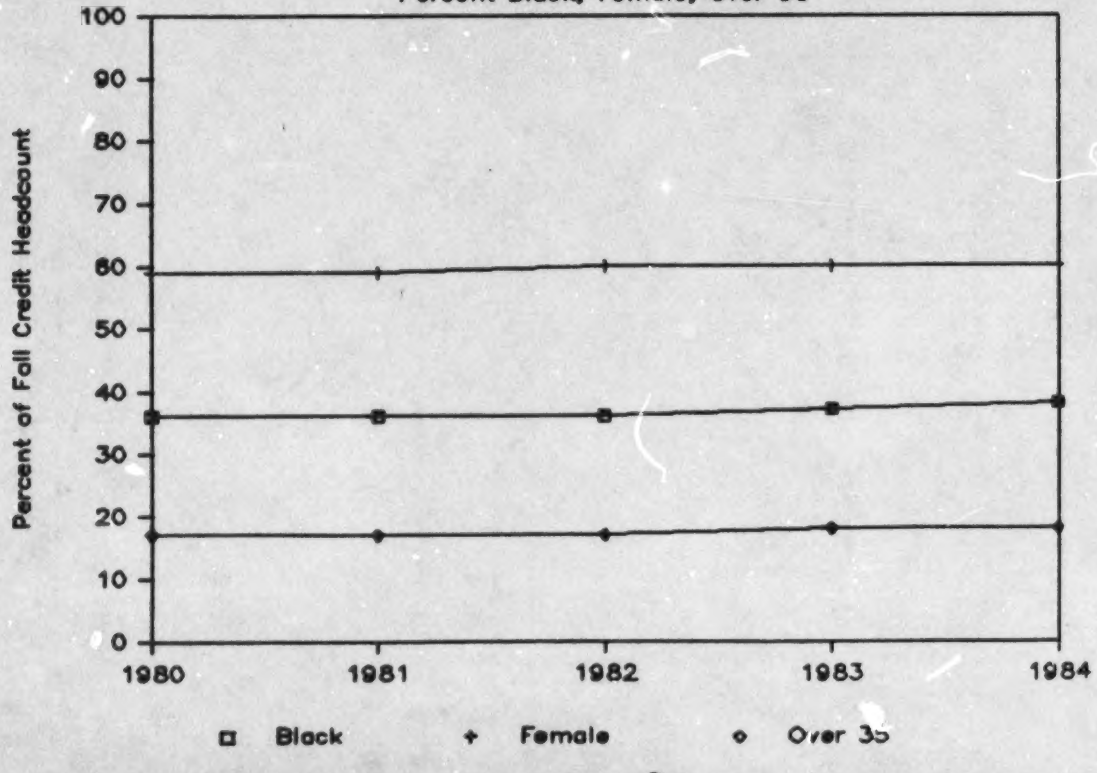
RACIAL/ETHNIC DISTRIBUTION

Credit Student Headcount, Fall 1984



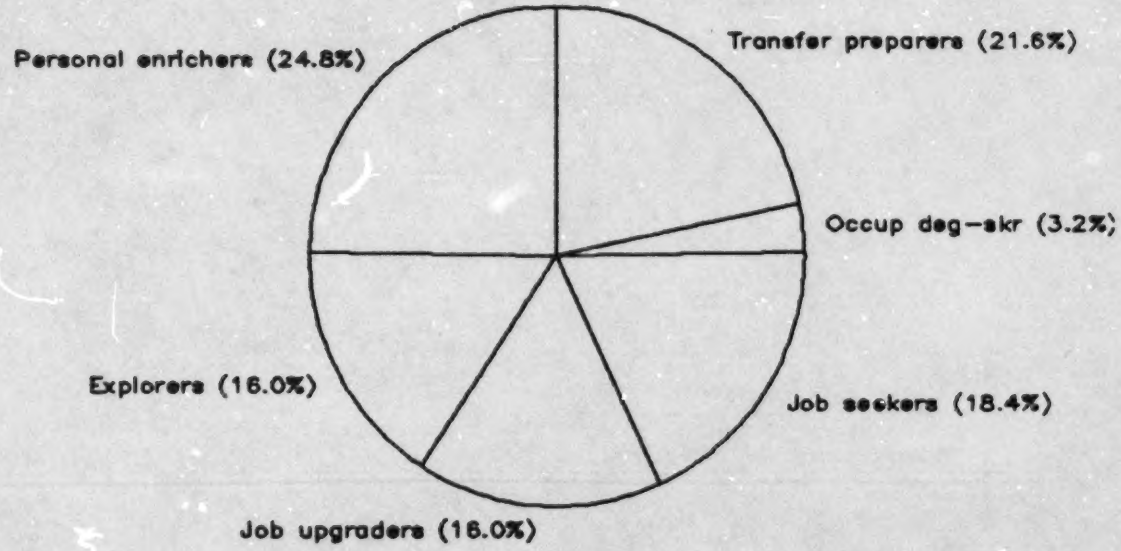
CREDIT STUDENT DEMOGRAPHICS, 1980–84

Percent Black, Female, Over 35



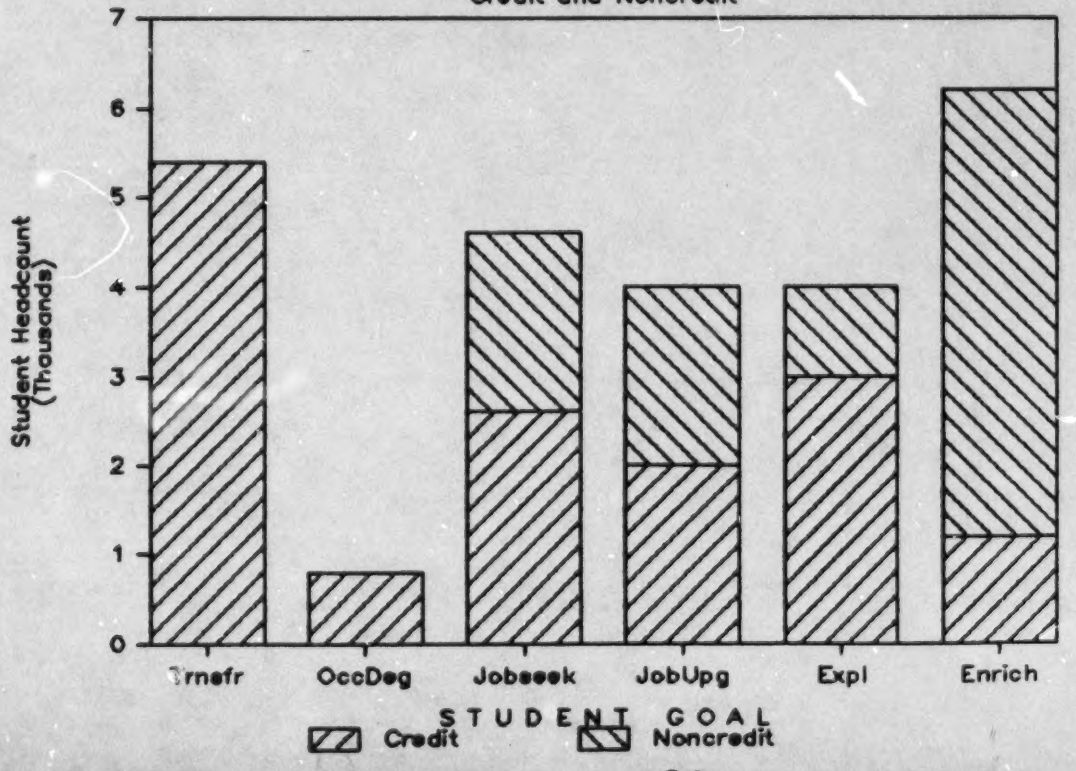
PGCC ENROLLMENT BY STUDENT GOAL

Credit and Noncredit



PGCC ENROLLMENT BY STUDENT GOAL

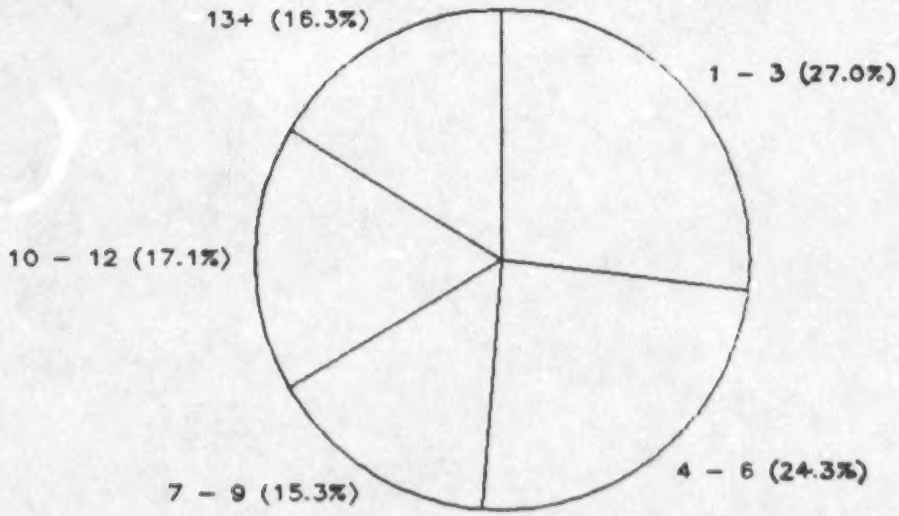
Credit and Noncredit



Market Segment	Estimated Headcount Credit	Noncredit	PGC[2] Attendance Patterns	Frequent Curriculum Choices	Typical Source Population	Comments
Determined transfers	1,500	NA	FT, day	Engineering, Bus. Admin., Arts & Sciences, Teacher Education	recent high school grads	Declining school age population
Aspiring transfers	2,000	NA	PT, evening	Business Administration, General Studies	employed adults	Moderate chance of eventual BA
Technical transfers	1,900	NA	FT/PT, day & evening	Computer Science, Acctg., Bus. Mgt., Law Enforcemt., Engineering Technology	varied (all sources)	Need for counseling/curriculum evaluation?
Determined careerists	800	NA	FT, day (some PT eve)	Nursing, Allied Health, Business Management	women and men under age 35	High probability of graduation
Job seekers	2,600	2,000	FT/PT, day & evening	Computer Programming, Word Processing, Acctg., Secretarial, Comm. Serv.	early 20s, returning women	Leave school for first good job offer
Job upgraders	2,000	2,000	PT, evening	Business Management, Accounting Certificate, Computer Management, nonmatriculated	working adults aged 25-45	Opportunities for retraining, contracted courses
Explorers	3,000	1,000	PT, day & evening	Nonmatriculated, General Studies, Real Estate	women in their 30s	Career/life planning candidates
Personal enrichers	1,200	5,000	PT, day & evening	Nonmatriculated, Art, Music	women aged 35-70	Growing Senior Citizen population

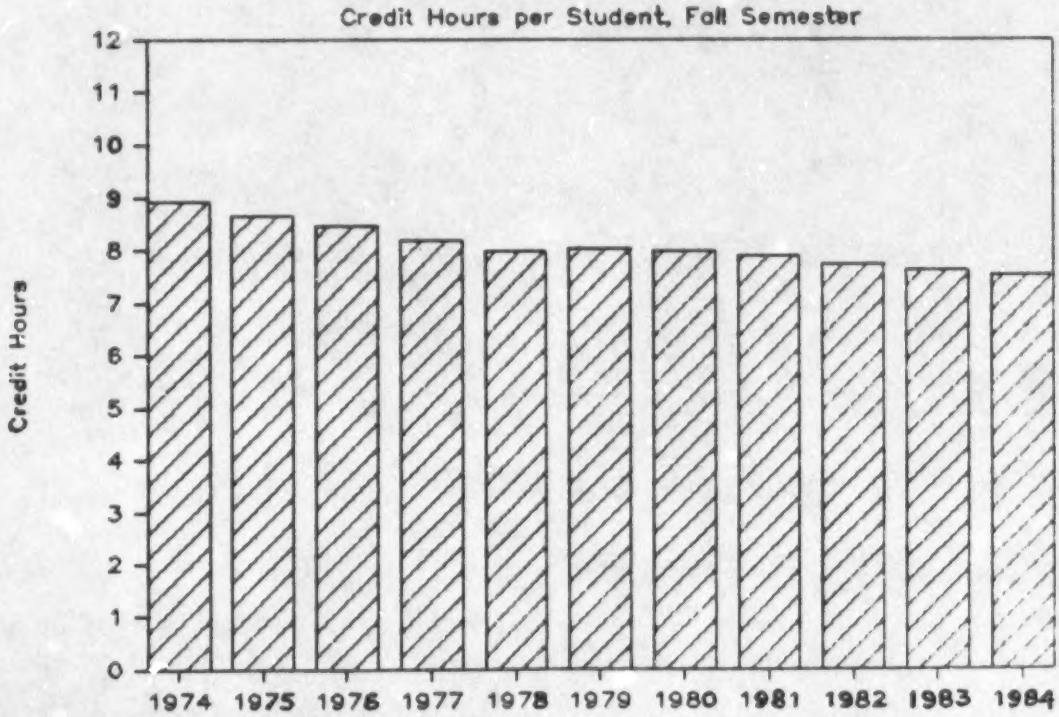
CREDIT HOUR LOAD DISTRIBUTION

Fall 1984 Credit Students



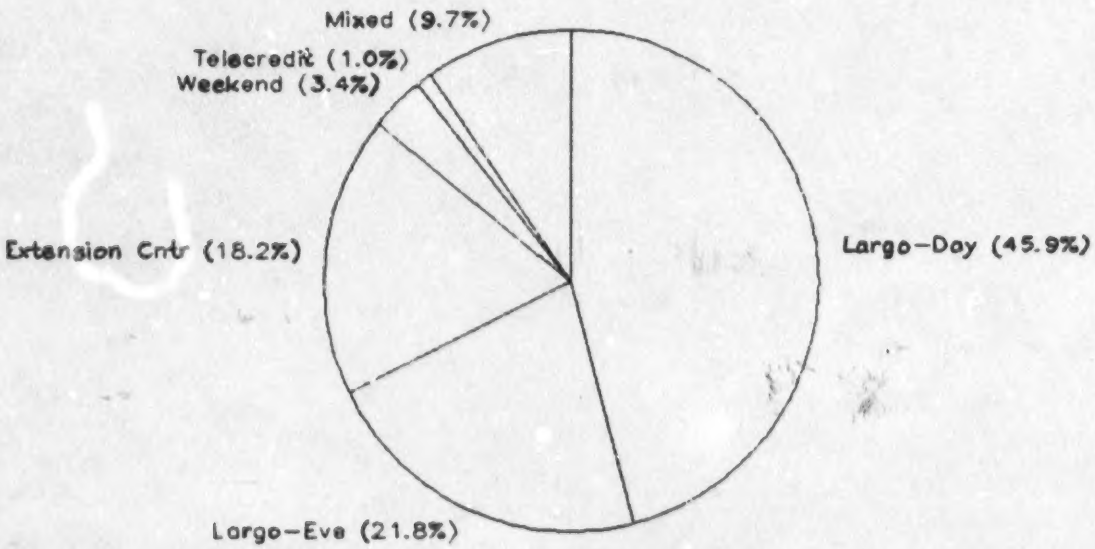
AVERAGE CREDIT HOUR LOAD

Credit Hours per Student, Fall Semester



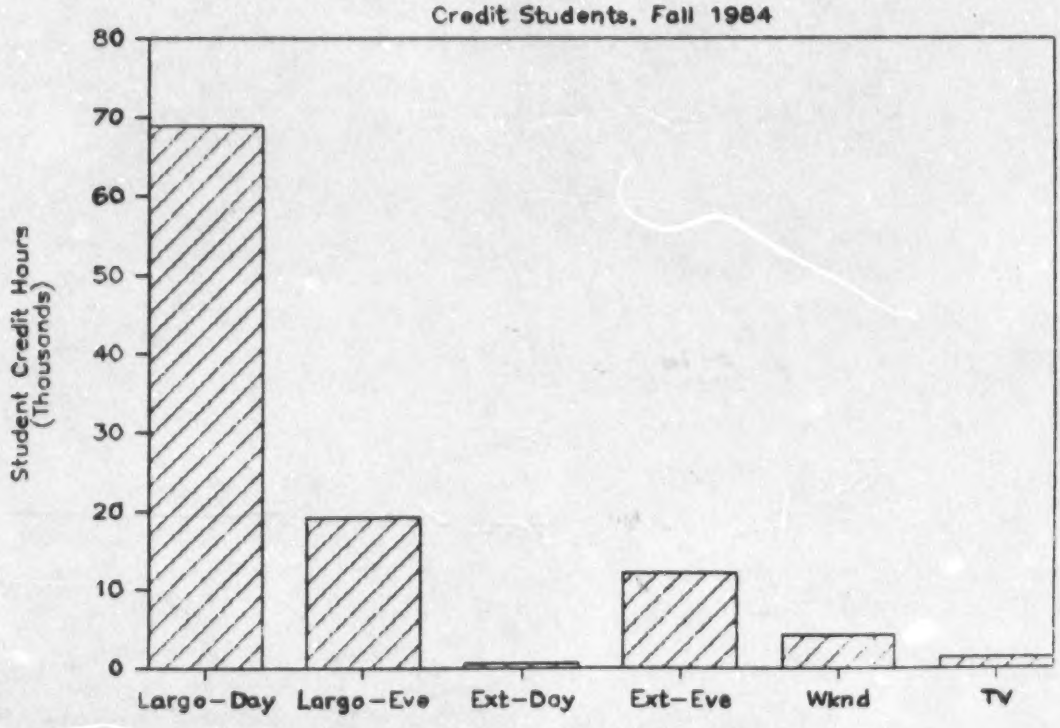
CREDIT STUDENT ATTENDANCE DISTRIBUTION

Credit Student Headcount, Fall 1984



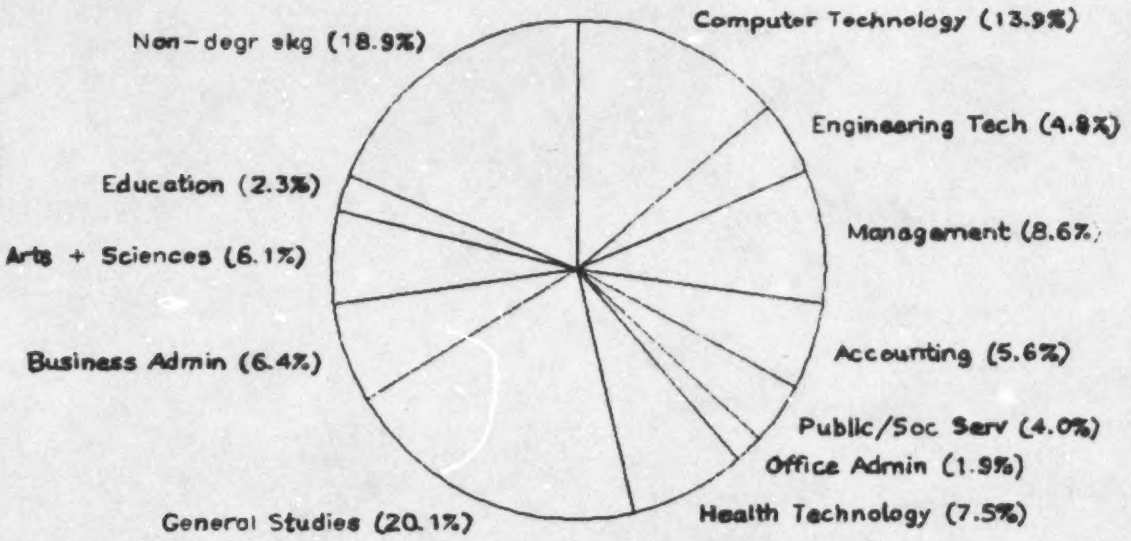
CREDIT HOURS BY LOCATION + TIME

Credit Students, Fall 1984



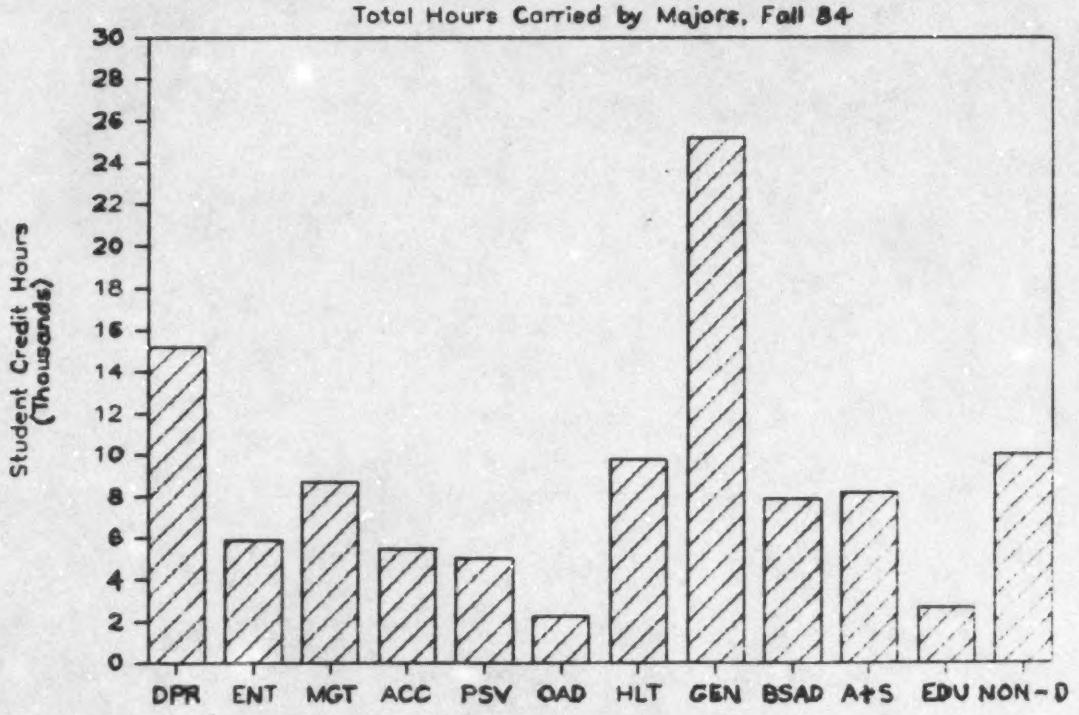
CREDIT HEADCOUNT BY PROGRAM AREA

Majors in Each Program Area, Fall 1984



CREDIT HOURS GENERATED BY PROGRAM

Total Hours Carried by Majors, Fall 84



Credit Student Curriculum Choices and Hours Generated

	Declared Majors			
	Fall 1982	Fall 1983	Fall 1984	Fall 84 Credit Hrs Generated
CAREER PROGRAM MAJORS	6,522	6,846	6,513	52,296
COMPUTER AND ENGINEERING TECHNOLOGY	2,743	2,924	2,627	21,054
Computer Technology	2,120	2,274	1,958	15,202
Computer Science	754	802	576	5,078
Business Computer Programming	652	731	548	4,291
Computer Programming Certificate	387	388	232	1,615
Computer Management	165	211	151	1,018
Computer Operator Certificate	162	142	75	517
Petitioners	0	0	376	2,683
Engineering Technology	623	650	669	5,852
Electronics Engineering Technology	387	369	347	3,041
Mechanical Engineering Technology	80	74	74	607
Electronics Communications Certificate	23	49	69	497
Electronics Microprocessor Certificate	19	38	49	396
Architectural Drafting			34	404
General Drafting Technology	65	78	33	332
Engineering Drafting			18	206
Civil Engineering Technology	47	39	15	141
Energy/Heating + Air Conditioning			10	60
Architectural Drafting Certificate			9	89
Engineering Drafting Certificate			7	60
Electromechanical Design			1	13
Residential Construction Certificate	2	3	1	6
BUSINESS AND SOCIAL SERVICES TECHNOLOGY	2,569	2,694	2,832	21,433
Management/Marketing	1,132	1,094	1,208	8,712
Business Management	917	862	912	6,420
Marketing Management	139	129	134	1,110
Real Estate	34	33	55	356
Hospitality Services Management	13	20	38	363
Real Estate Certificate	8	16	22	82
Marketing Certificate	9	13	20	130
Hotel Management Certificate	7	18	18	150
Food Service Management Certificate	5	3	9	81
Accounting	688	759	790	5,462
Accounting	597	610	632	4,579
Accounting Certificate	91	149	158	883

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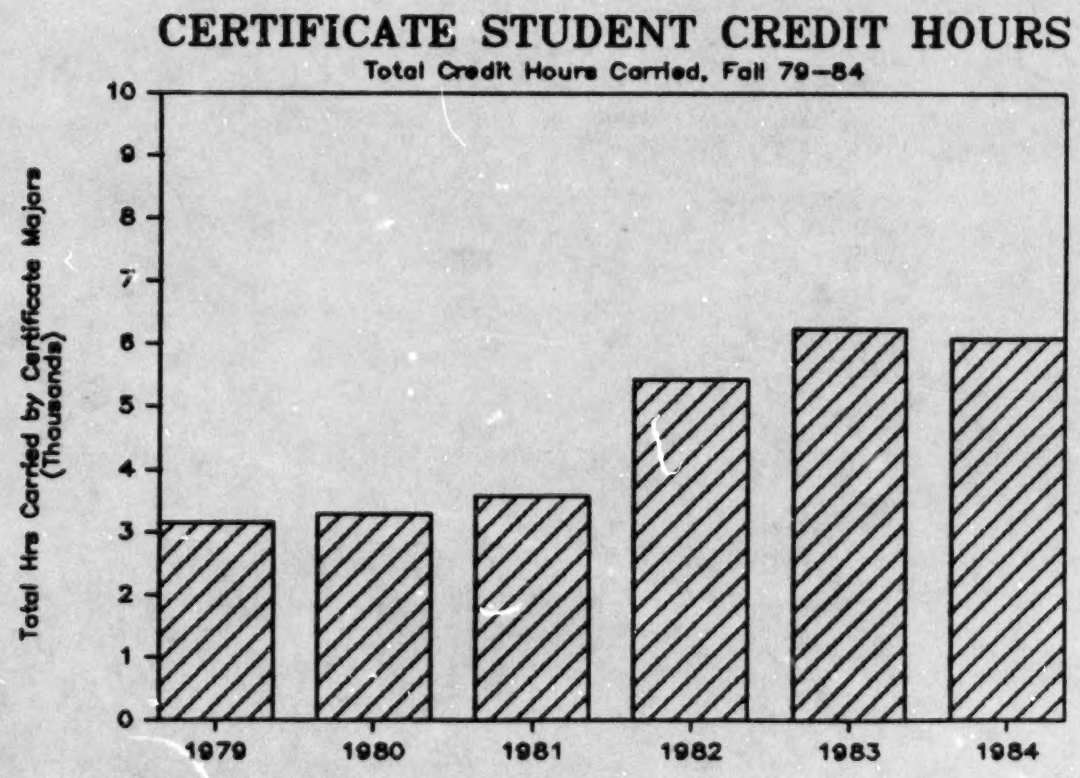
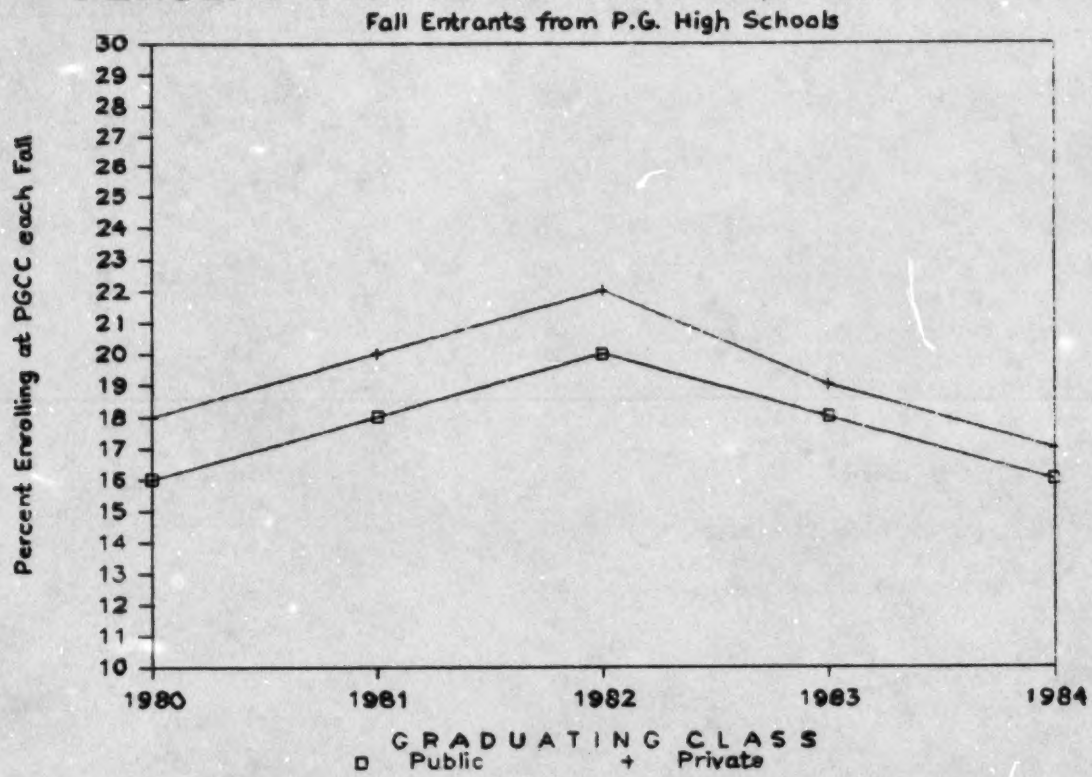
Public and Social Services Technology	467	507	560	5,019
Law Enforcement Technology	280	271	270	2,499
Para-Legal Services/Legal Assistant	40	85	121	1,030
Child Care Assistant	52	53	78	777
Para-Legal Certificate	11	25	40	274
Correctional Services	41	35	24	216
Security Management	22	15	11	99
Day Care Certificate	14	12	8	73
Para-Legal Letter of Recognition		5	5	33
Security Management Certificate	7	6	3	18
Office Administration	282	334	274	2,240
Word Processing	38	94	88	752
Word Processing Certificate	20	53	45	327
Legal Secretary	63	42	40	317
General Secretary	57	49	36	303
Executive Secretary	44	42	24	208
Medical Secretary	24	24	19	185
Secretarial Certificate	21	16	12	76
Clerk-Typist Certificate	15	14	10	72
HEALTH TECHNOLOGY	1,210	1,228	1,054	9,809
Nursing	324	348	333	3,180
Allied Health	209	230	180	1,944
Medical Records Technician	45	49	49	479
Respiratory Therapy	48	53	46	479
Radiography	27	29	29	359
Medical Laboratory Technician	28	30	24	273
Nuclear Medicine Technician	27	24	22	245
Dental Assisting	34	45	10	109
Petitioners	677	650	541	4,685
TRANSFER PROGRAM MAJORS	5,892	5,478	4,911	43,897
General Studies	3,285	3,102	2,830	25,231
Business Administration	1,137	1,038	898	7,868
Arts and Sciences	1,148	1,000	853	8,149
Engineering	475	406	311	3,002
Arts and Sciences	310	275	281	2,855
Art	229	194	175	1,494
Music	71	67	52	484
Travel and Tourism		1	12	132
Recreation	37	25	11	80
Urban/Environmental Studies	18	20	8	79
American Studies	8	12	3	23

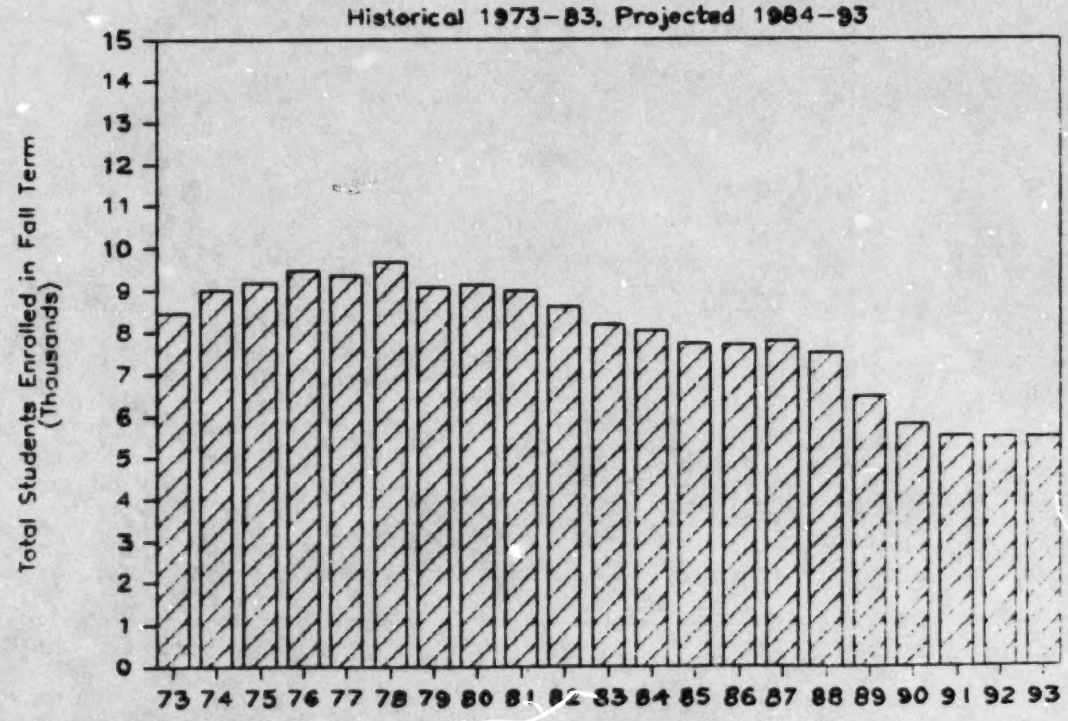
	Declared Majors			
	Fall 1982	Fall 1983	Fall 1984	Fall 84 Credit Hrs Generated
Education	322	338	330	2,649
Elementary Education	100	105	93	794
General Business Education	74	74	81	593
Health Education	52	58	52	418
Secondary Education	31	40	41	315
Secretarial Education	27	35	32	239
Physical Education	34	24	25	240
Industrial Arts Education	4	2	6	50
UNMATRICULATED STUDENTS	2,940	2,653	2,659	9,993
Non degree-seeking/undecided majors	2,741	2,489	2,505	9,358
Concurrently enrolled high school students	199	164	154	635
TOTAL CREDIT STUDENTS	15,354	14,977	14,083	106,186



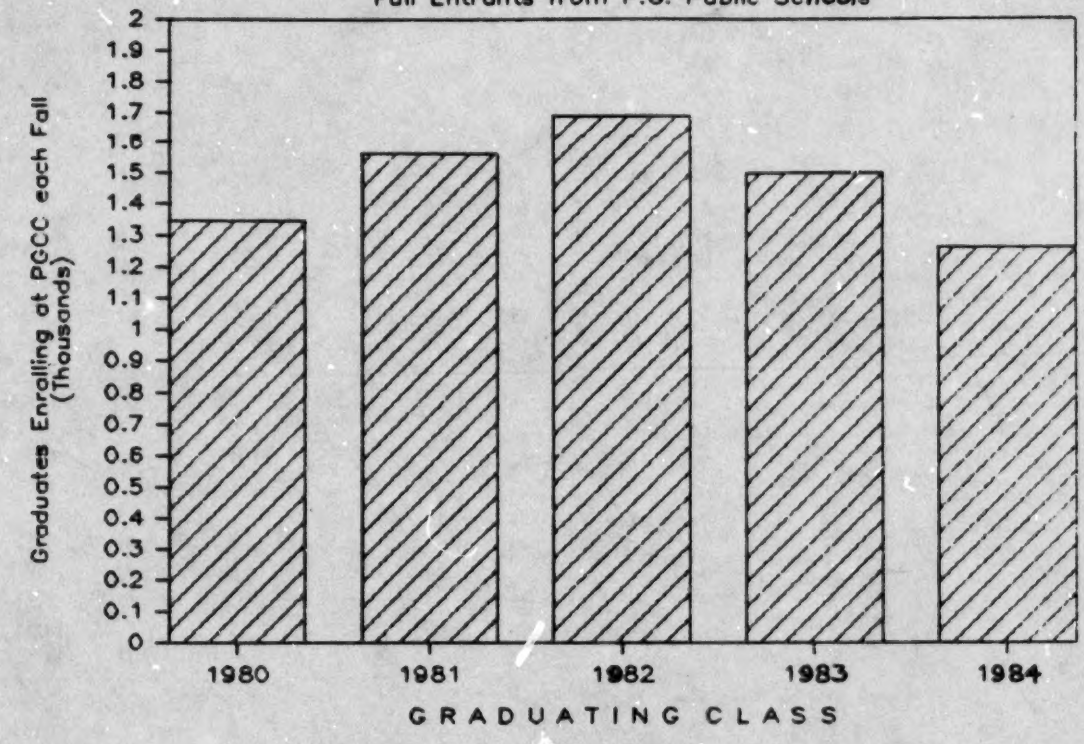
PERCENT P.G. HIGH GRADS ENTERING PGCC



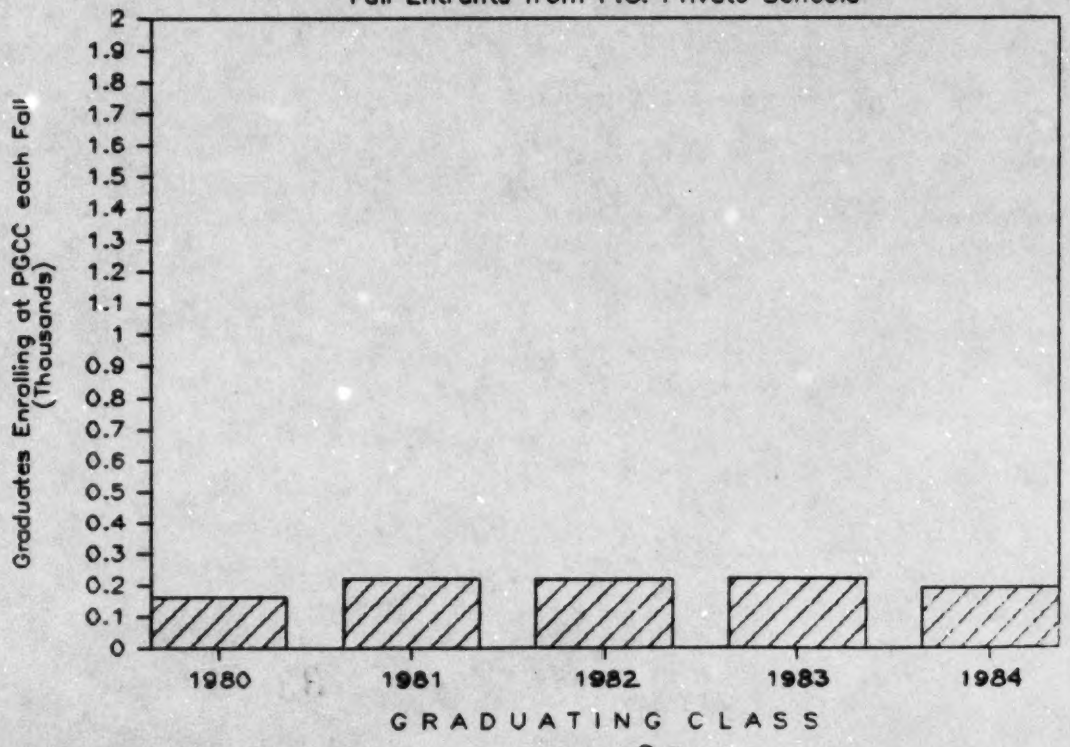
P.G. PUBLIC 12th GRADE ENROLLMENT



HIGH SCHOOL GRADUATES ENTERING PGCC



PRIVATE SCHOOL GRADS ENTERING PGCC



P.G. Public School Graduates Enrolling at PGCC the fall following graduation

High School	Region	1980	1981	1982	1983	1984	Class of 1984 1984 Grads	Entered PGCC	Percent
Bladensburg	N	74	91	70	78	64	437	64	14.6%
Bowie	N	170	185	190	164	151	674	151	22.4%
DuVal	N	78	83	106	78	80	349	80	22.9%
Eleanor Roosevelt	N	78	86	88	80	72	507	72	14.2%
Fairmont Heights	N	35	48	47	46	42	257	42	16.3%
High Point	N	80	72	77	73	66	611	66	10.8%
Laurel	N	45	52	68	55	49	375	49	13.1%
Northwestern	N	58	73	70	70	48	442	48	10.9%
Parkdale	N	94	83	98	79	64	389	64	16.5%
Central	S	35	59	68	58	36	229	36	15.7%
Crossland	S	77	97	98	81	83	453	83	18.3%
Forestville	S	0	0	0	0	24	176	24	13.6%
Frederick Douglass	S	52	72	64	60	49	261	49	18.8%
Friendly	S	65	67	105	84	60	415	60	14.5%
Gwynn Park	S	34	47	51	57	43	293	43	14.7%
Largo	S	93	126	138	128	102	455	102	22.4%
Oxon Hill	S	64	88	91	78	68	411	68	16.5%
Potomac	S	55	71	76	58	48	332	48	14.5%
Suitland	S	84	86	104	90	56	324	56	17.3%
Surrattsville	S	75	76	77	77	57	334	57	17.1%
Total entrants		1,348	1,562	1,686	1,494	1,262	7,724	1,262	16.3%
Total graduates		8,618	8,566	8,533	8,145	7,724			
Percent enrolling at PGCC		16%	18%	20%	18%	16%			

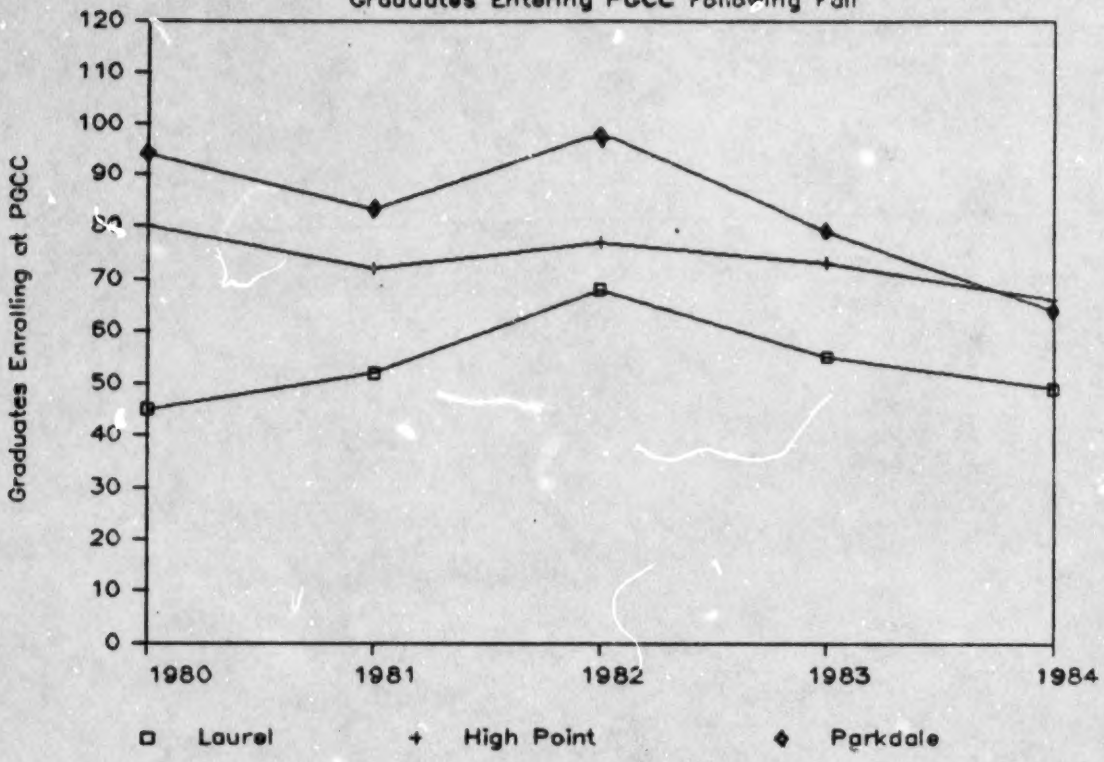
P.G. Private School Graduates Enrolling at PGCC

Private School	1980	1981	1982	1983	1984	Class of 1984 1984 Grads	Entered PGCC	Percent
Bishop McNamara	21	33	32	33	29	173	29	16.8%
Capitol Christian	16	19	17	10	10	34	10	29.4%
DeMatha	30	41	31	43	39	242	39	16.1%
La Reine	38	36	43	43	27	163	27	16.6%
Mother Seton	26	32	52	33	48	189	48	25.4%
Pallotti	10	11	12	10	6	95	6	6.3%
Regina	5	10	9	1	3	86	3	3.5%
Riverdale Baptist	20	27	12	24	11	66	11	16.7%
Total entrants	166	209	208	197	173	1,048	173	16.5%
Total graduates	926	1027	941	1013	1048			
Percent enrolling at PGCC	18%	20%	22%	19%	17%			

Note: Excluded from totals are smaller schools with no active PGCC recruitment effort.

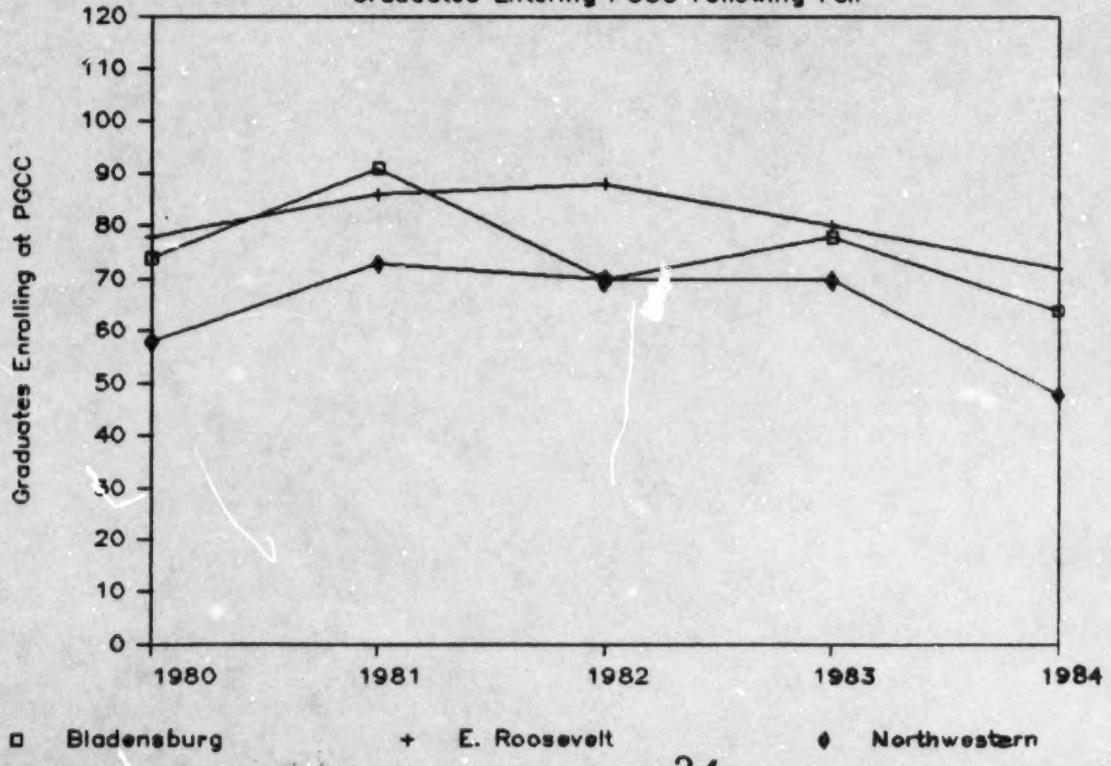
LAUREL/HIGH POINT/PARKDALE

Graduates Entering PGCC Following Fall



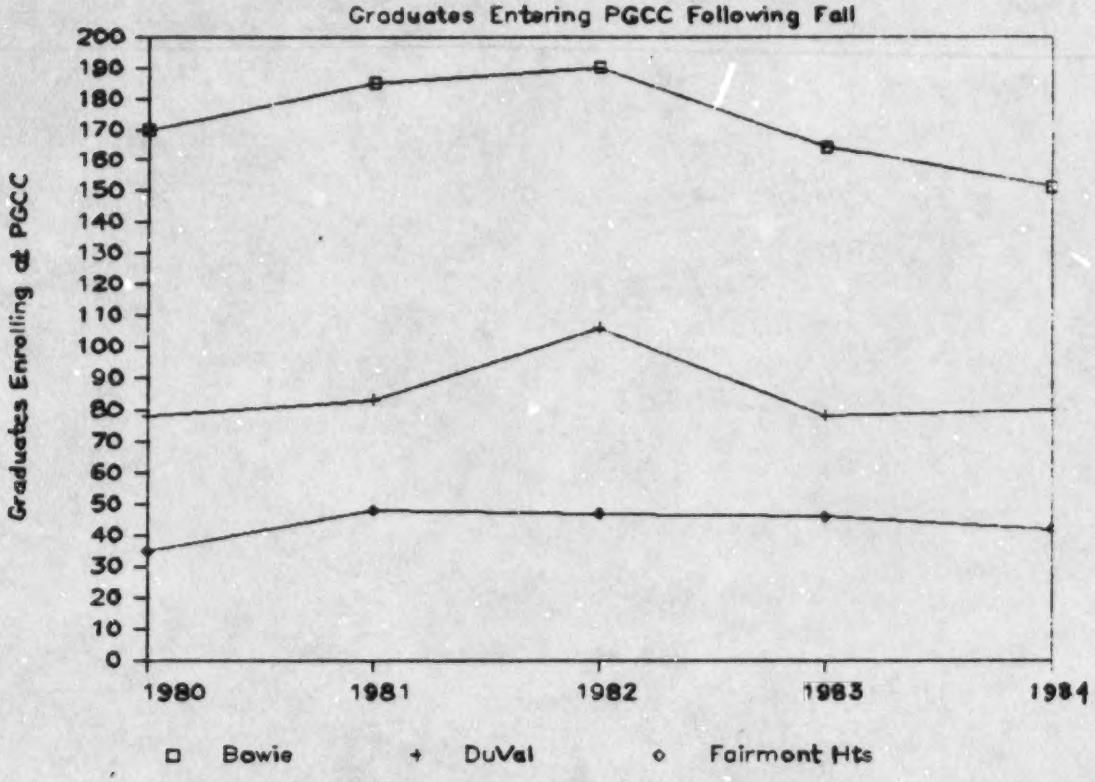
BLADENSBURG/ROOSEVELT/NORTHWESTERN

Graduates Entering PGCC Following Fall



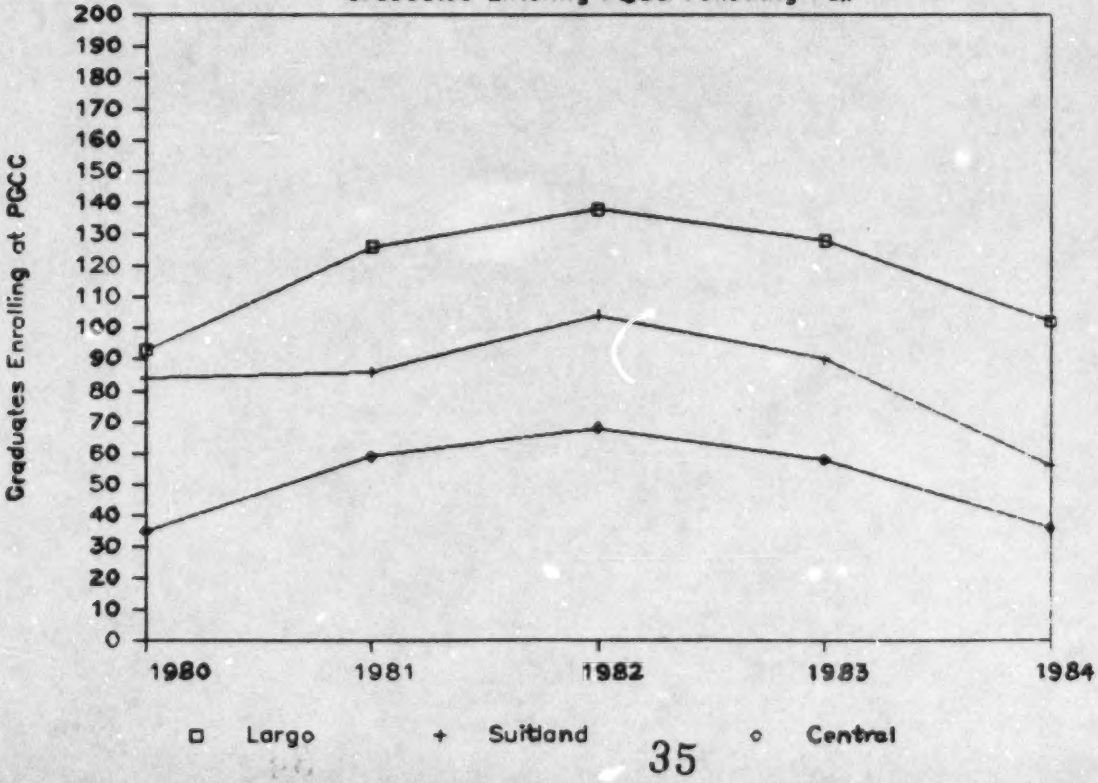
BOWIE/DuVAL/FAIRMONT HTS

Graduates Entering PGCC Following Fall



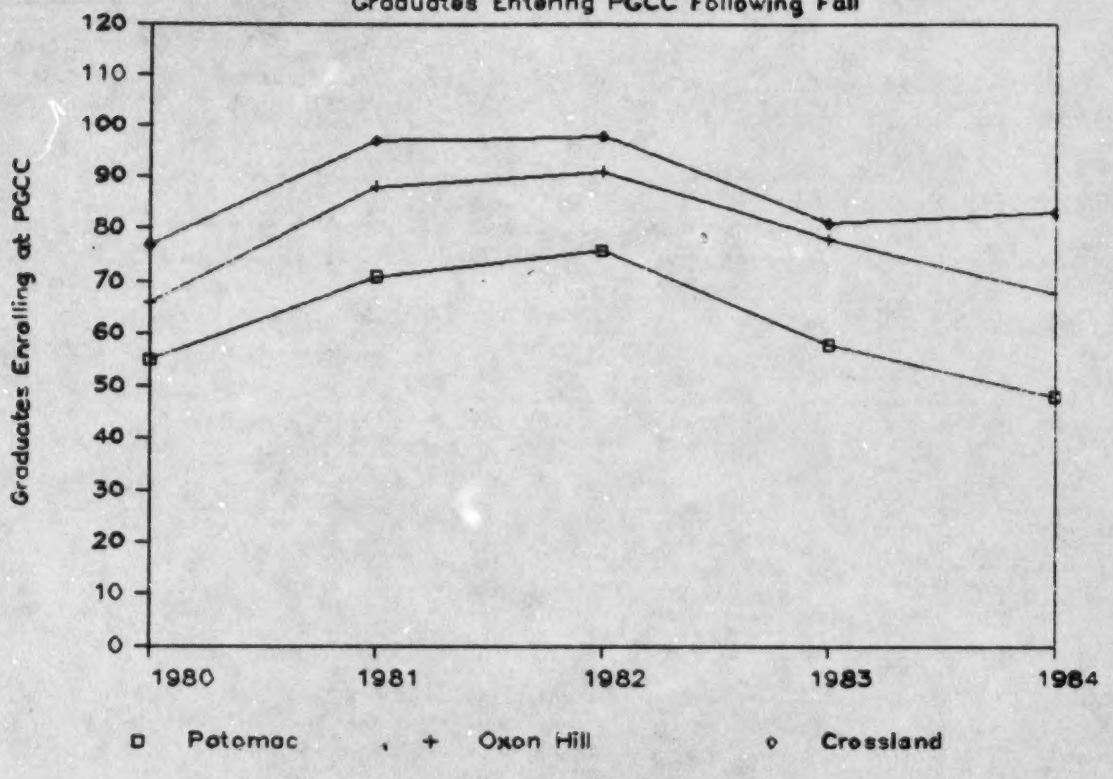
LARGO/SUITLAND/CENTRAL

Graduates Entering PGCC Following Fall



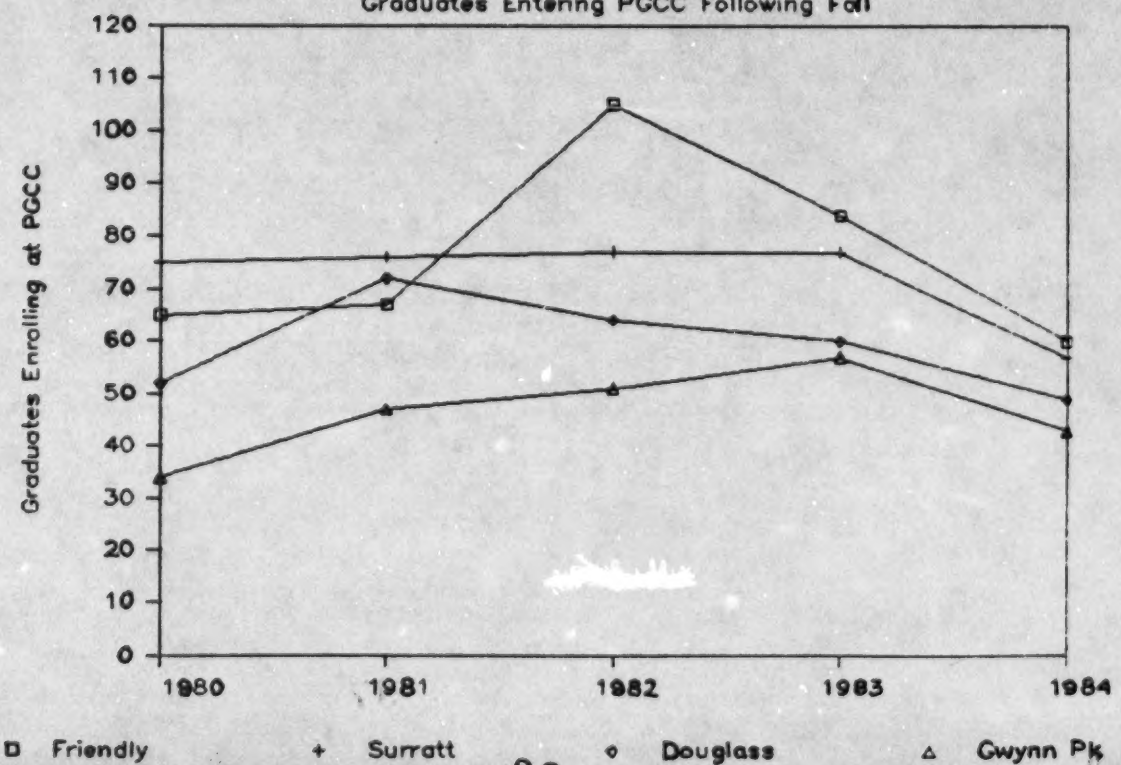
POTOMAC/OXON HILL/CROSSLAND

Graduates Entering PGCC Following Fall



FRIENDLY/SURRATT/DOUGLASS/GWYNN PK

Graduates Entering PGCC Following Fall



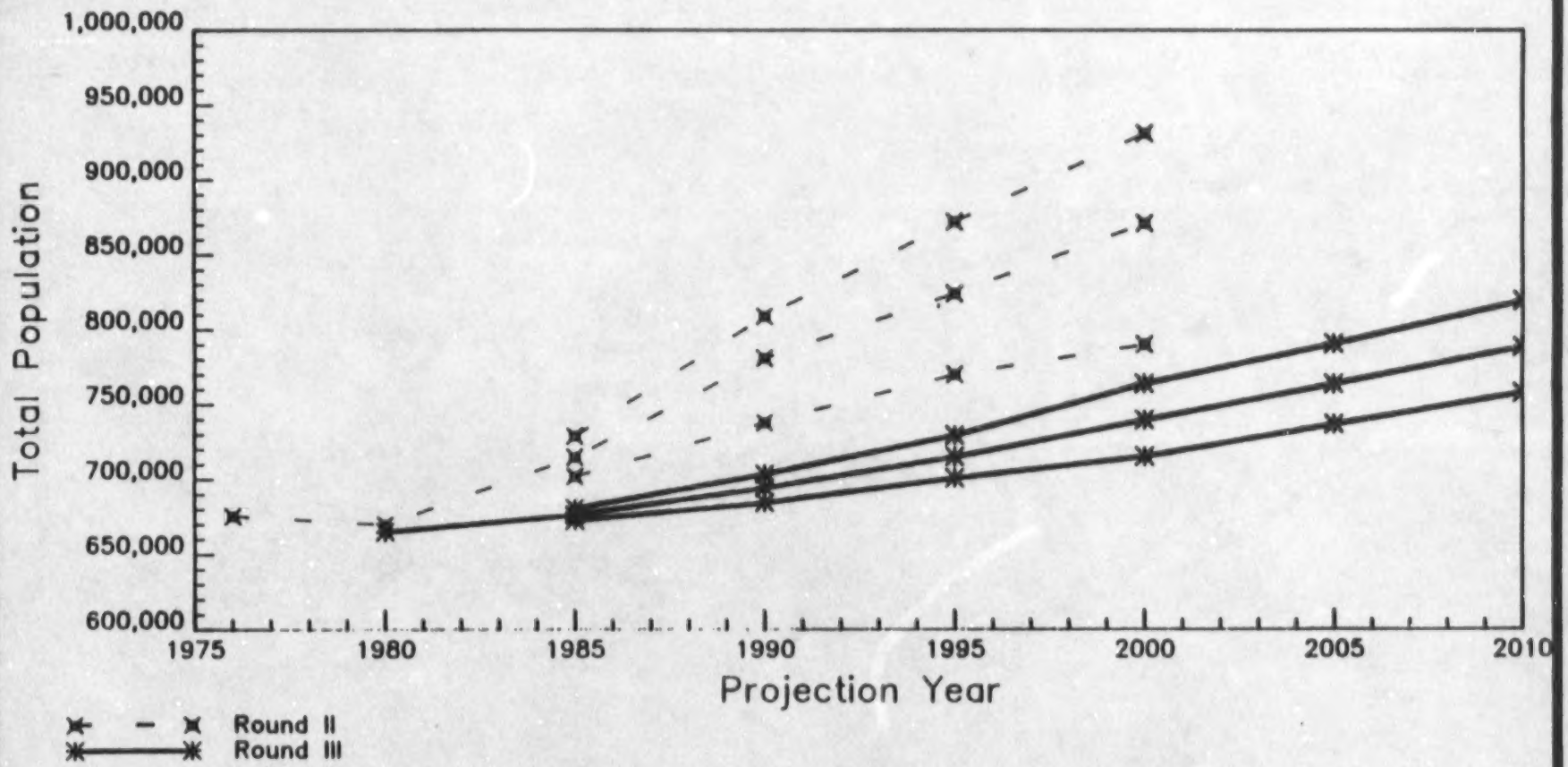
GROWTH FORECAST IN MAJOR WASHINGTON AREA JURISDICTIONS
1980 TO 2010

	Prince George's County	Montgomery County	Fairfax County	District of Columbia
Population Growth				
1980	665,100	579,100	595,800	638,300
1990	694,500	635,900	685,900	643,300
2000	739,600	700,000	741,900	632,900
2010	788,500	758,500	765,300	630,000
Change: 1980-2010				
Number	123,400	179,400	169,500	-8,300
Percent	18.6%	31.0%	28.5%	-1.3%
Household Growth				
1980	225,400	207,300	205,300	253,100
1990	251,100	253,200	256,600	266,600
2000	279,400	288,200	300,800	264,700
2010	307,400	318,200	332,300	263,000
Change: 1980-2010				
Number	82,000	110,900	127,000	9,900
Percent	36.4%	53.5%	61.9%	3.9%
Employment Growth				
1980	244,500	302,000	192,800	666,000
1990	295,000	360,000	271,600	692,000
2000	350,000	410,000	347,500	729,000
2010	415,000	441,000	379,400	740,000
Change: 1980-2010				
Number	170,500	139,000	186,600	74,000
Percent	69.7%	46.0%	96.8%	11.1%

Source: Metropolitan Washington Council of Governments
Round III Cooperative Forecasting Program.

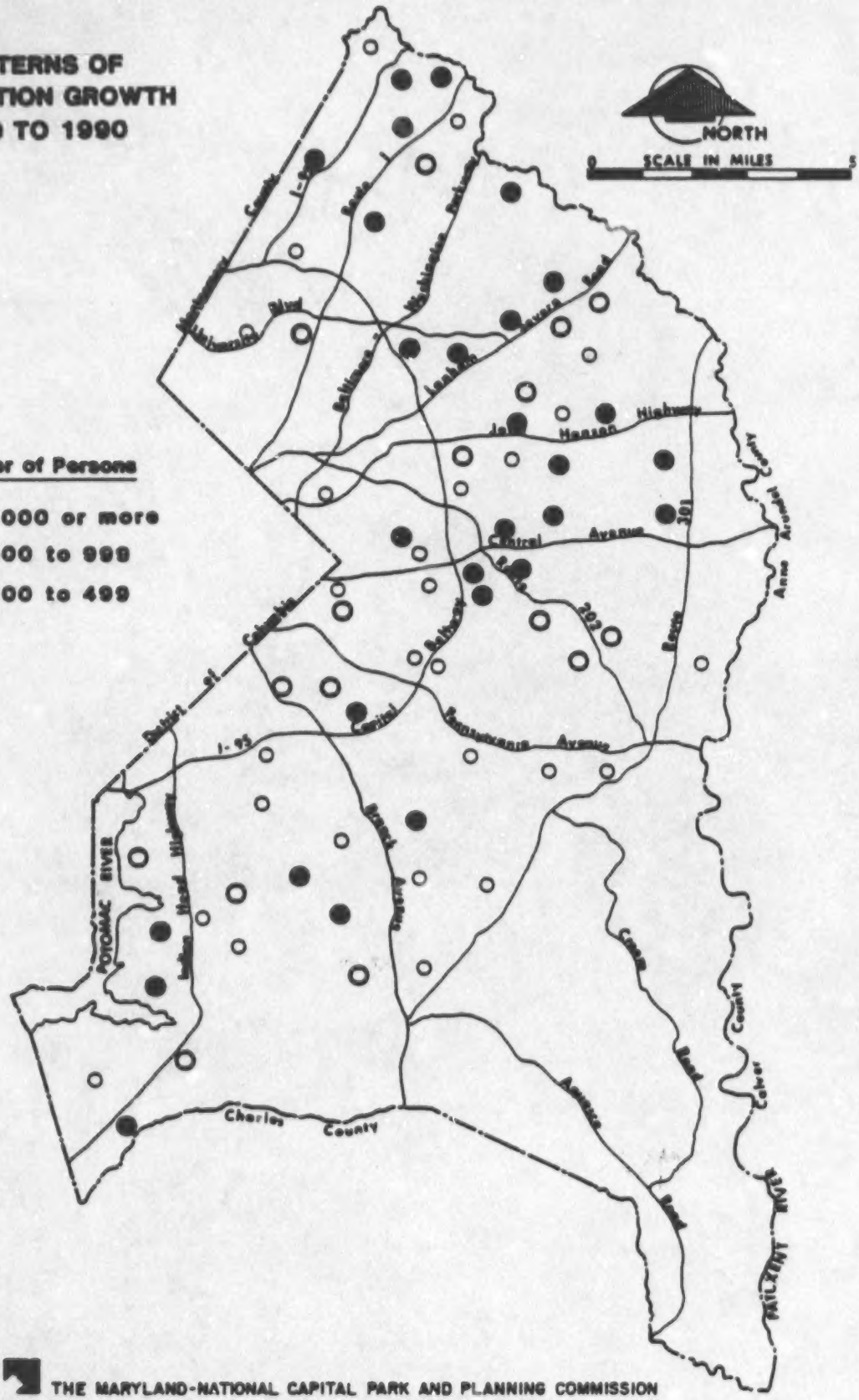
PROJECTED POPULATION

Prince George's County



SOURCE: M-NCPPC, Prince George's County Planning Department.

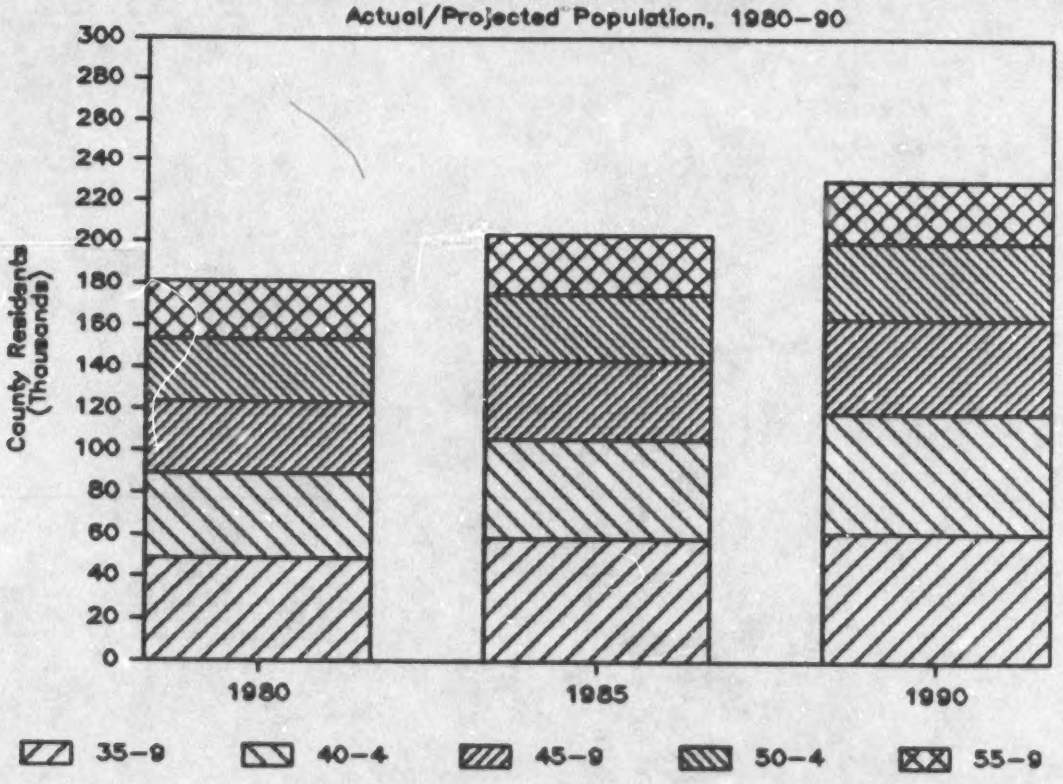
PATTERNS OF POPULATION GROWTH 1980 TO 1990



THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION

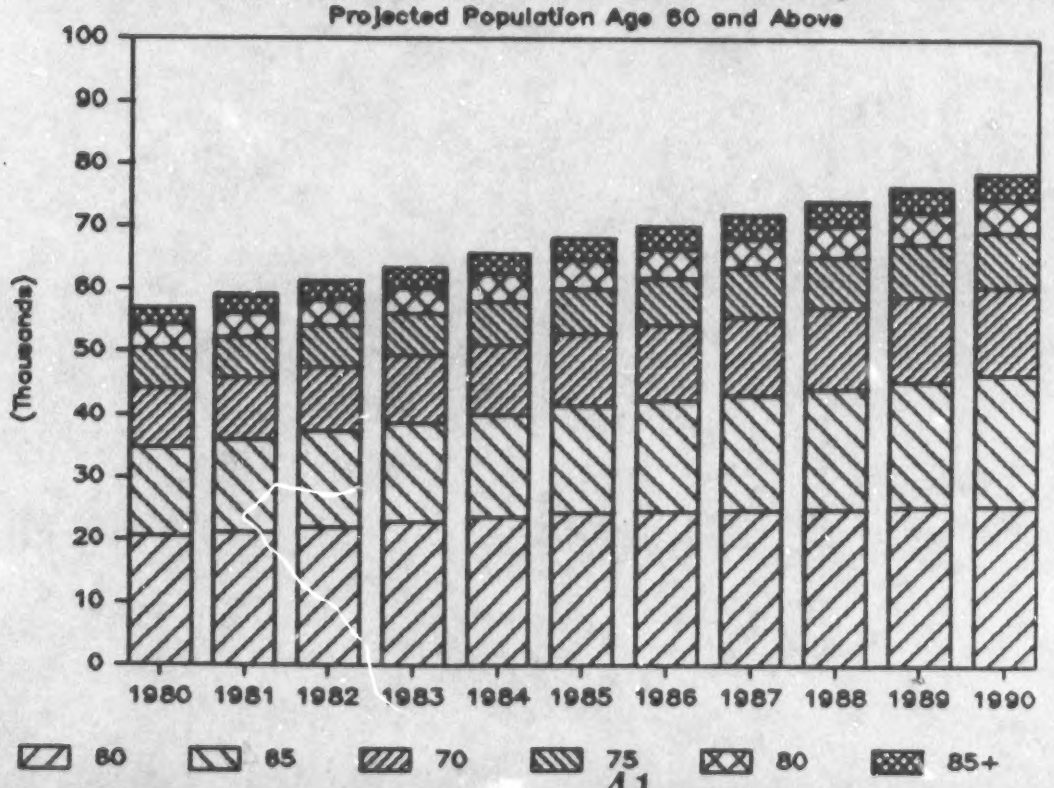
P.G. COUNTY RESIDENTS AGE 35–59

Actual/Projected Population, 1980–90



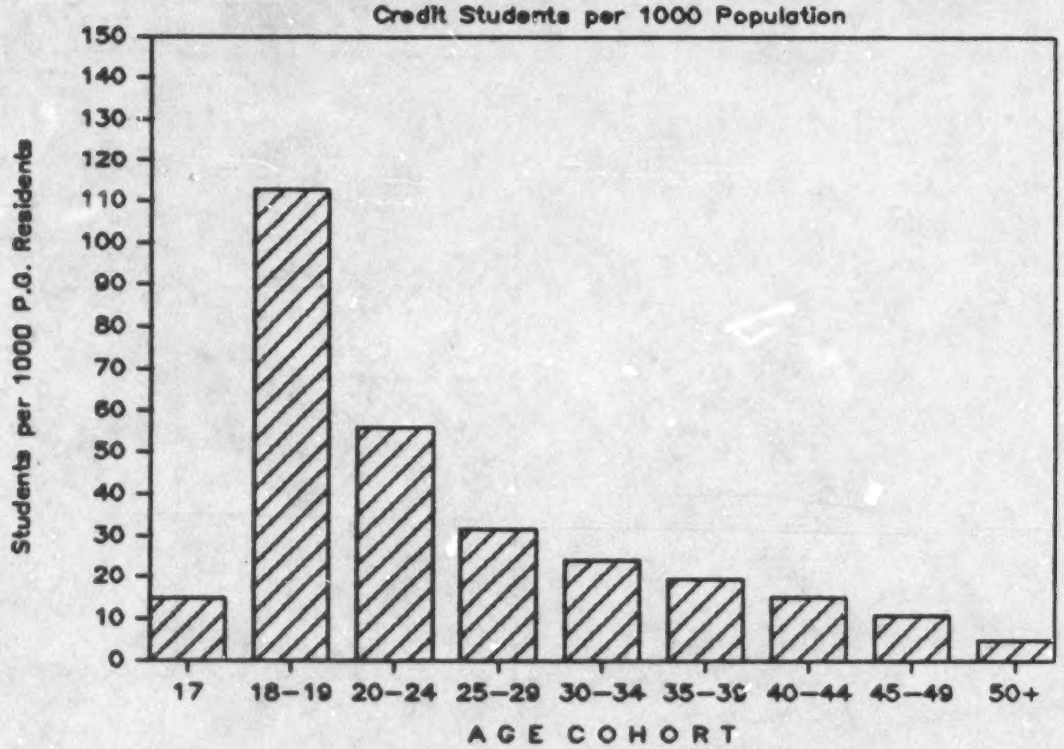
P.G. COUNTY SENIOR CITIZENS, 1980–90

Projected Population Age 60 and Above



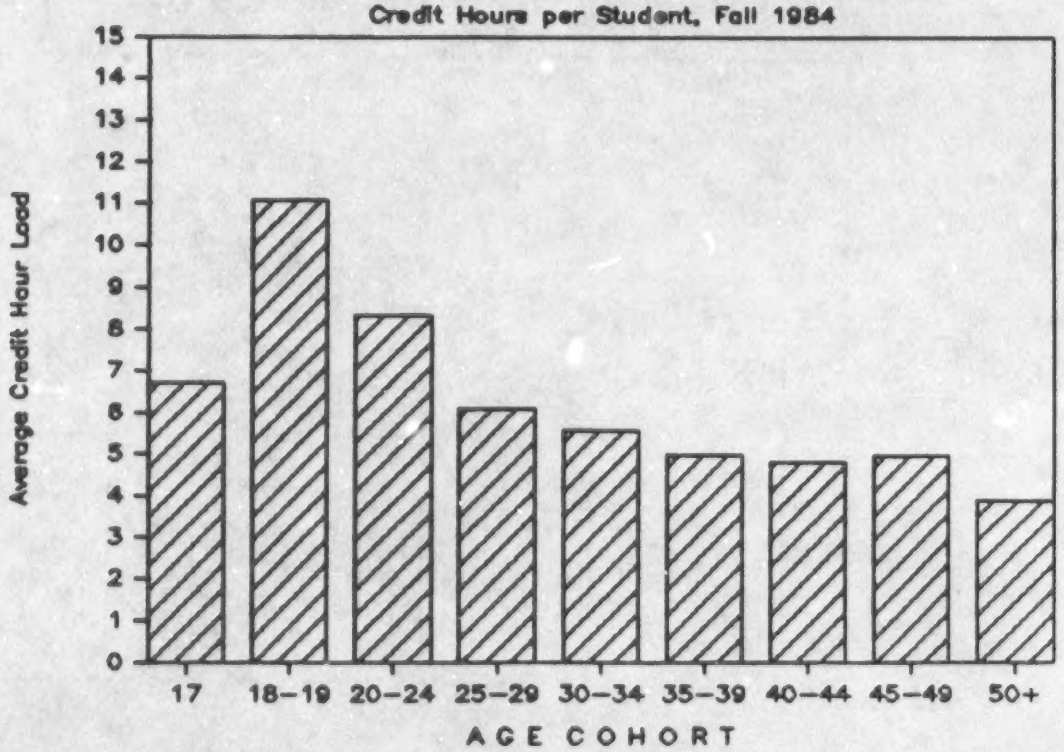
ENROLLMENT RATE BY AGE COHORT

Credit Students per 1000 Population



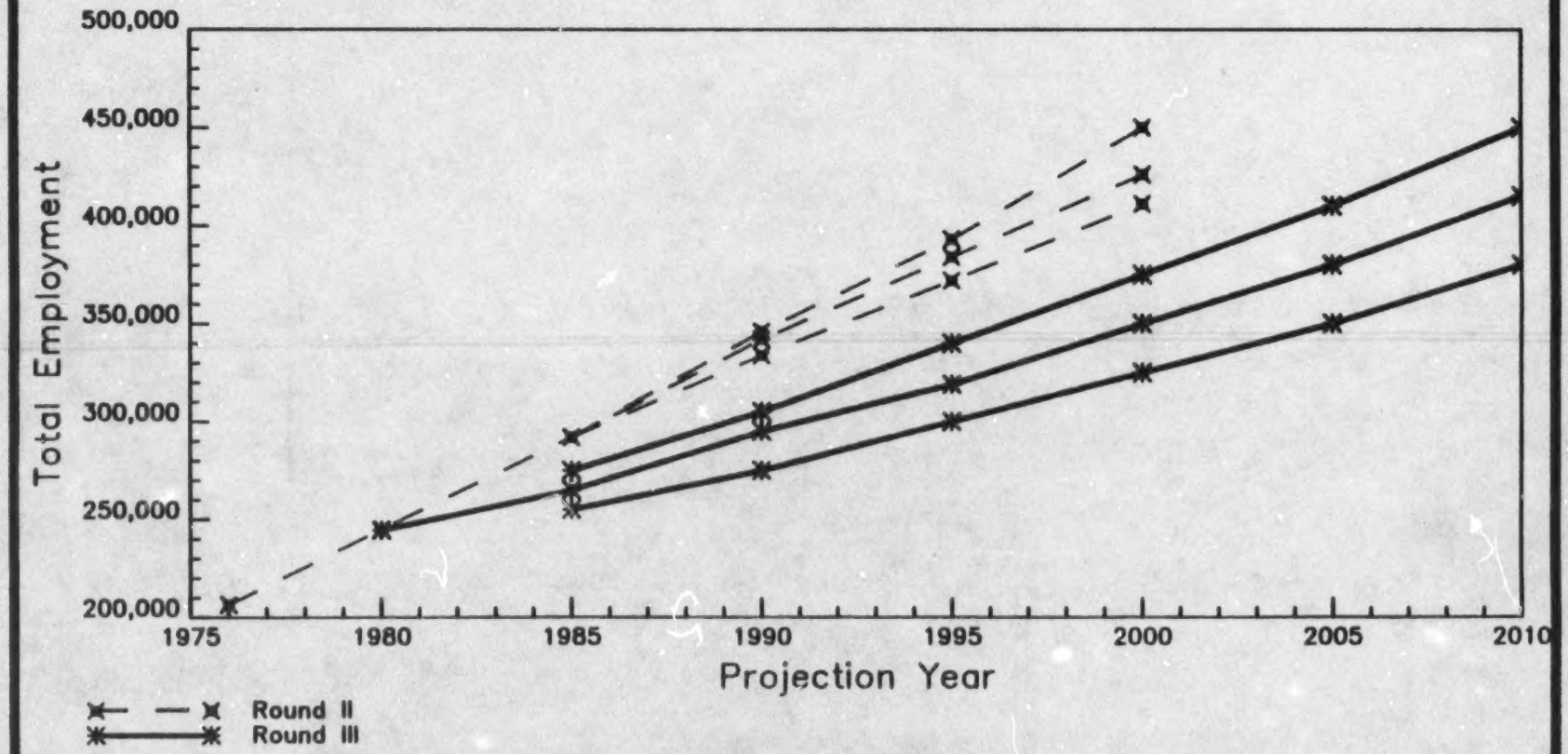
AVERAGE LOADS BY AGE COHORT

Credit Hours per Student, Fall 1984



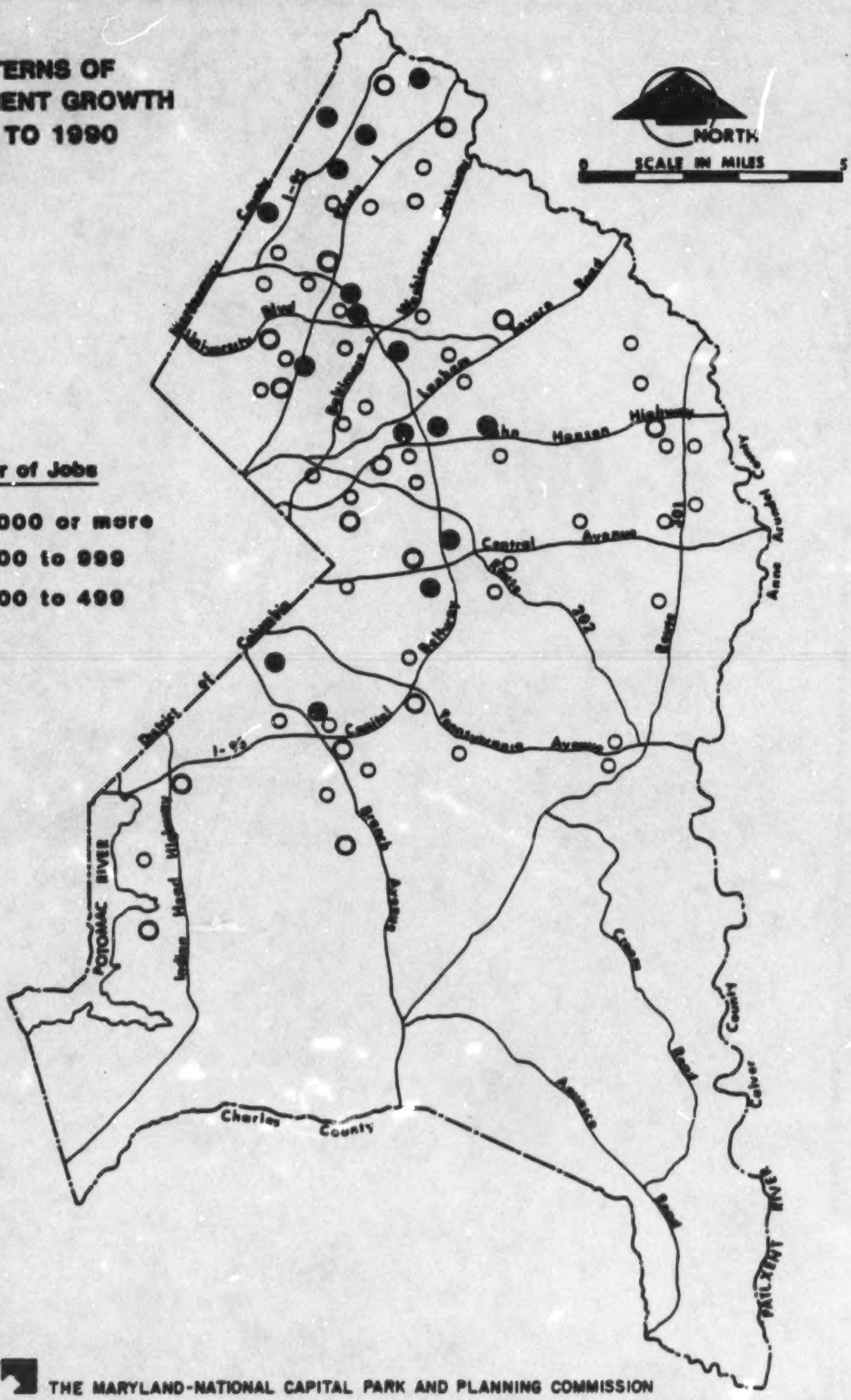
PROJECTED EMPLOYMENT

Prince George's County



SOURCE: M-NCPPC, Prince George's County Planning Department.

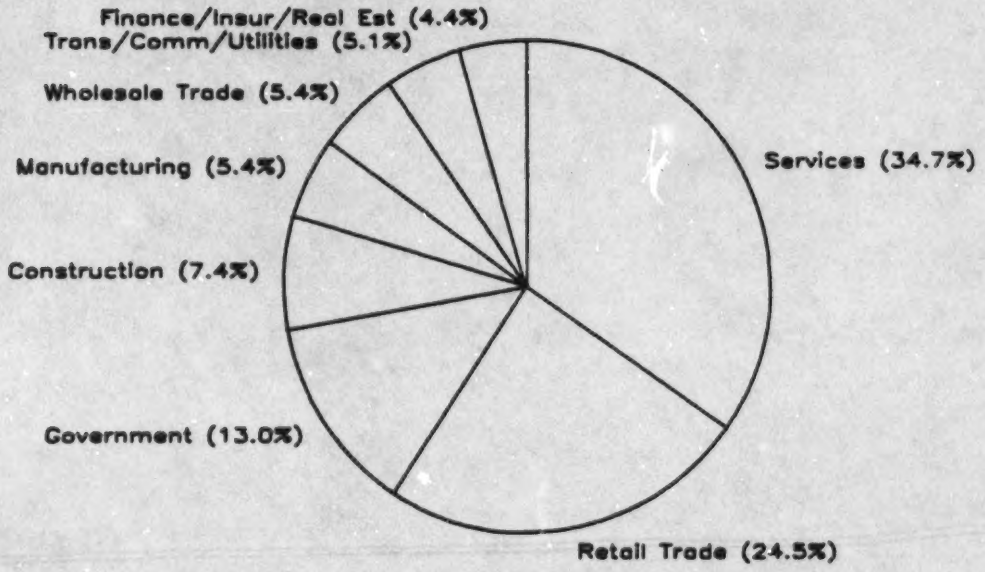
PATTERNS OF EMPLOYMENT GROWTH 1980 TO 1990



THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION

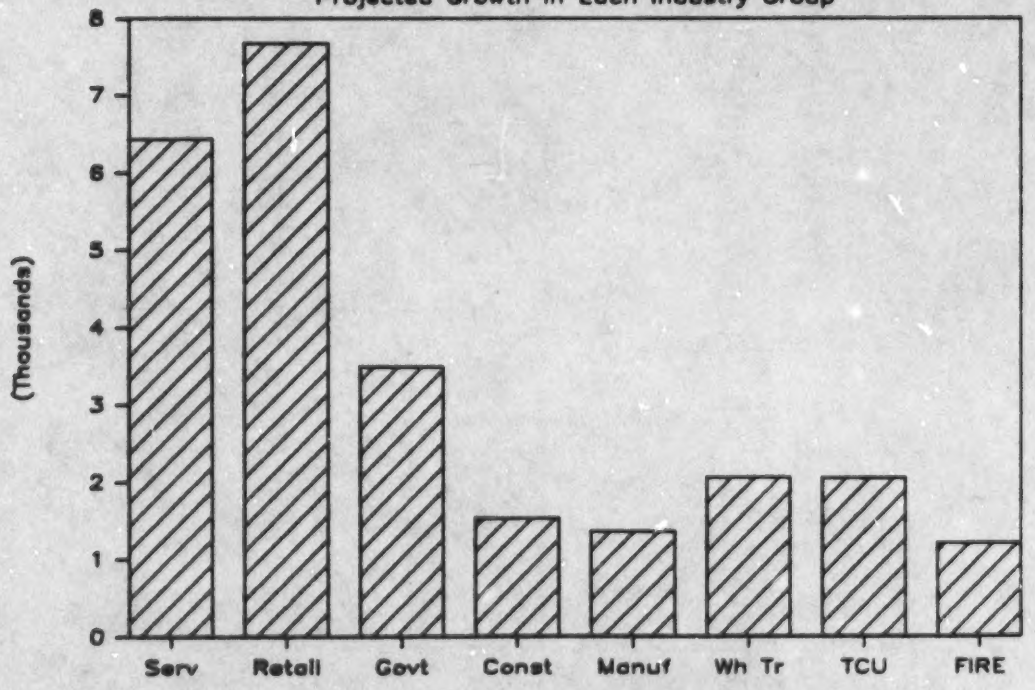
PROJECTED 1990 EMPLOYMENT x INDUSTRY

Prince George's County, Maryland



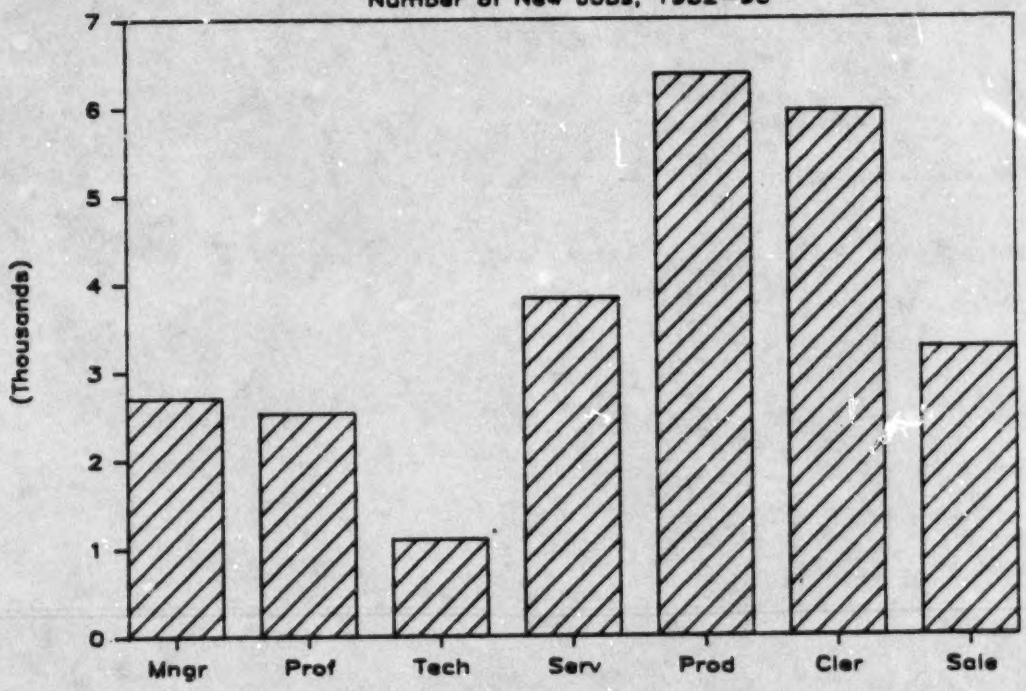
PG COUNTY EMPLOYMENT, 1982–90

Projected Growth in Each Industry Group



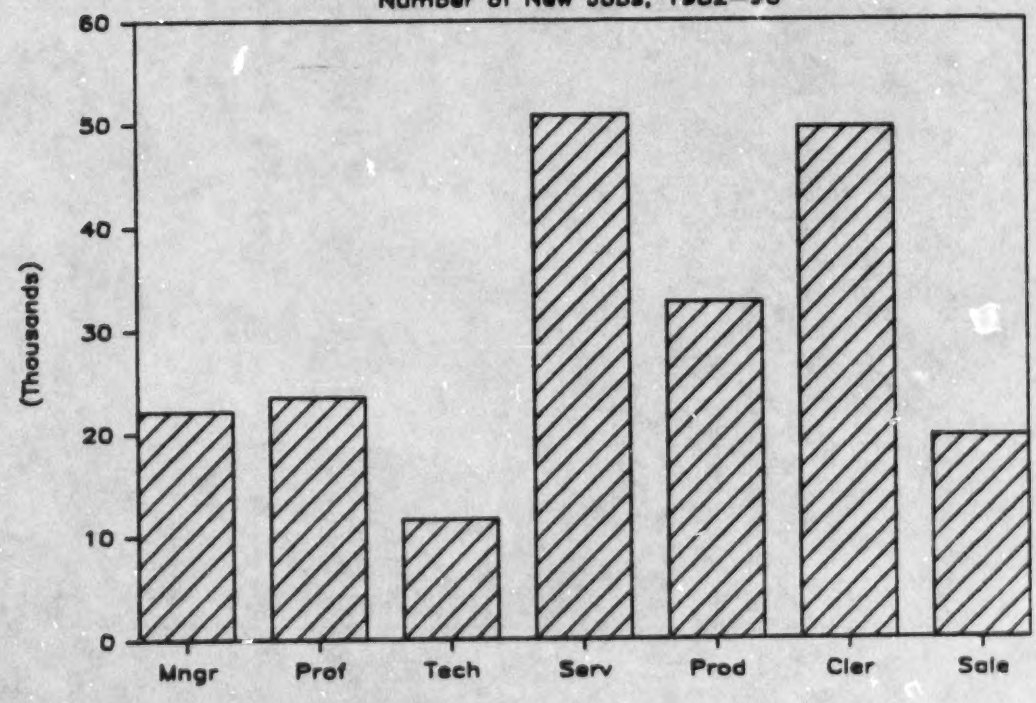
P.G. COUNTY OCCUPATIONAL GROWTH

Number of New Jobs, 1982–90



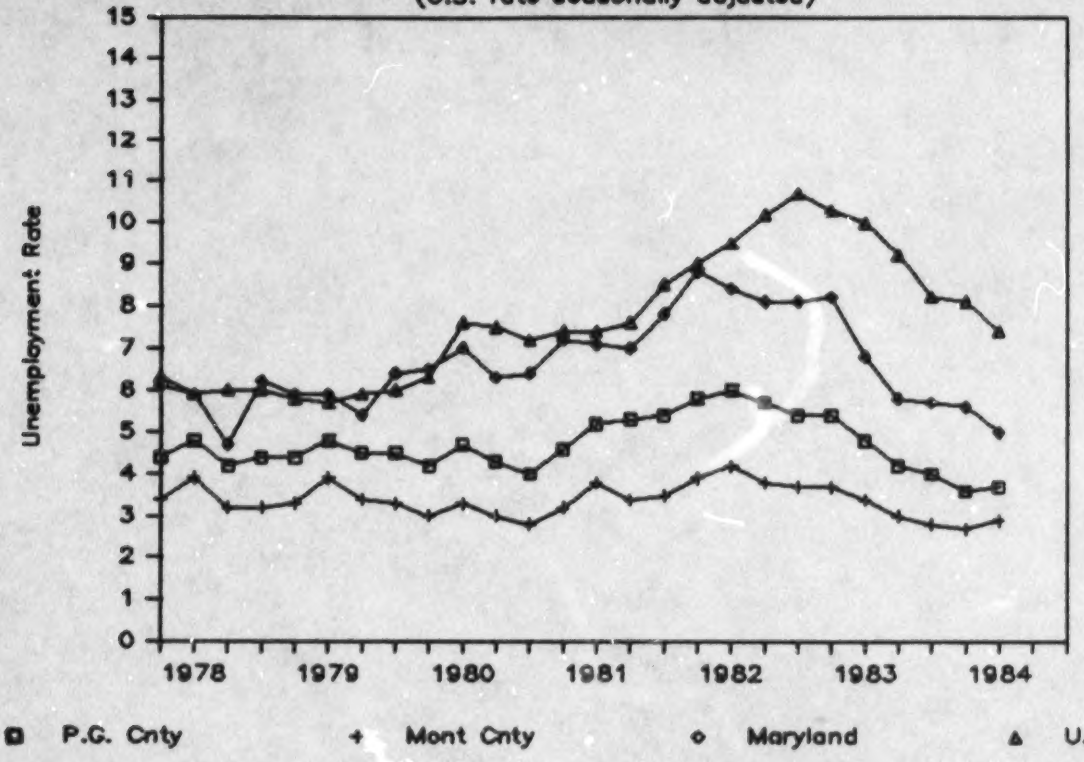
MARYLAND OCCUPATIONAL GROWTH

Number of New Jobs, 1982–90



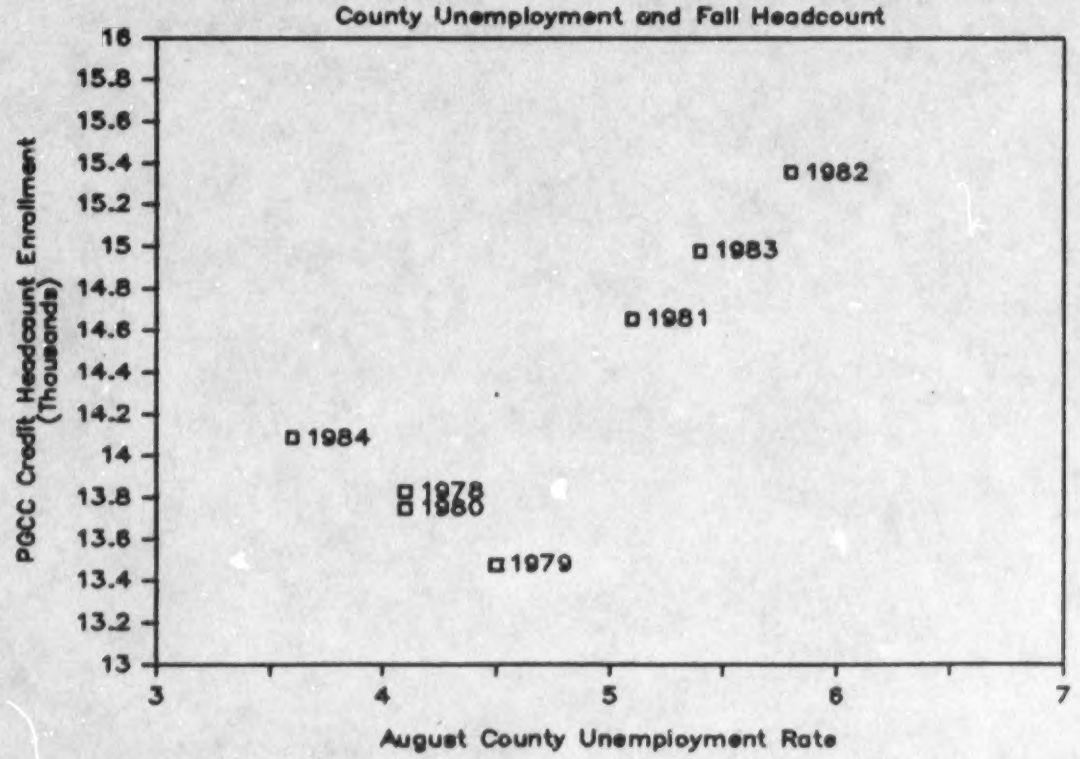
COMPARATIVE UNEMPLOYMENT RATES

(U.S. rate seasonally adjusted)

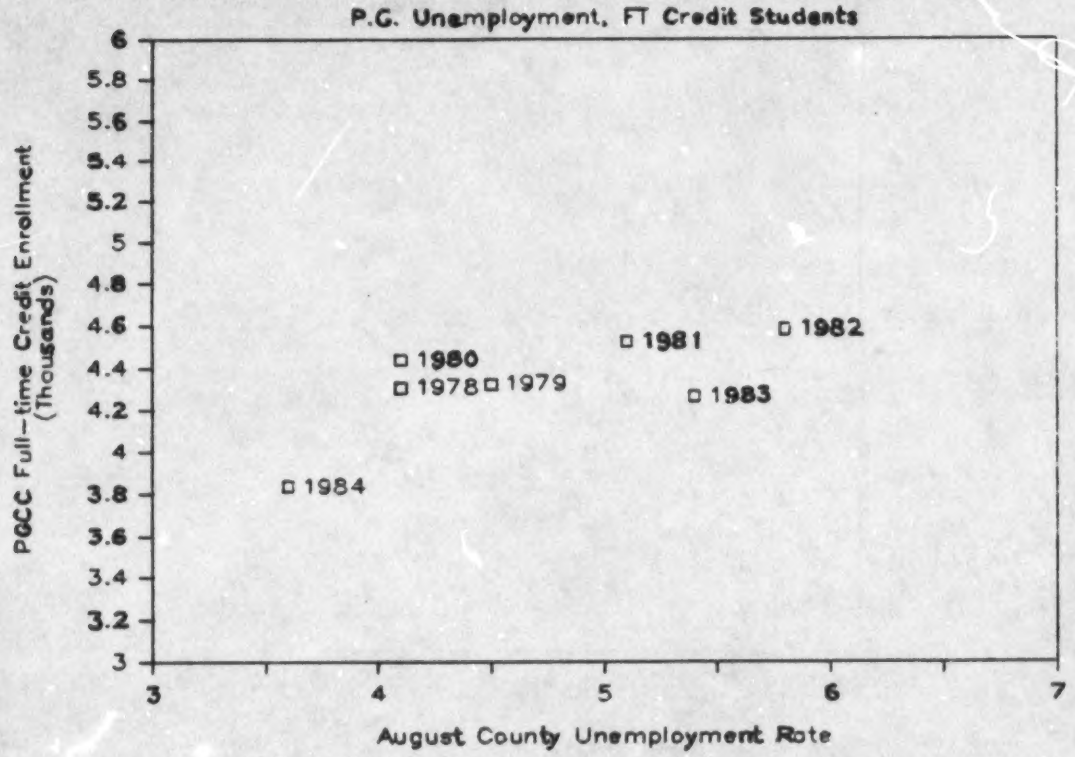


UNEMPLOYMENT AND CREDIT ENROLLMENT

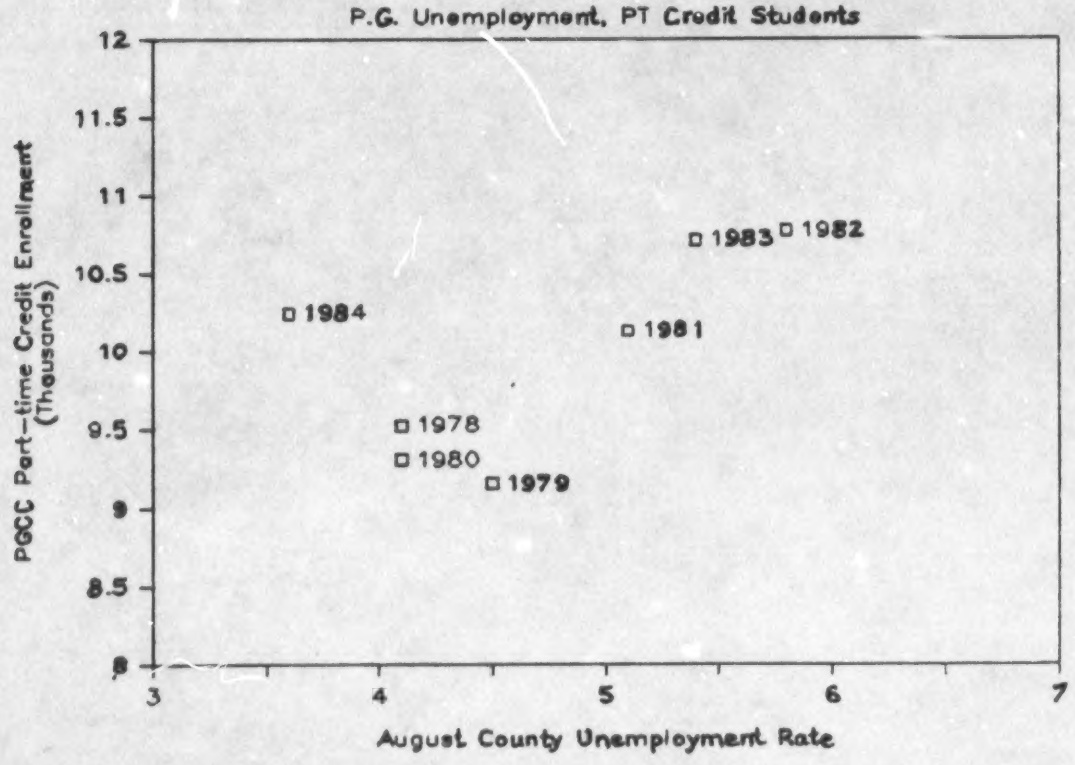
County Unemployment and Fall Headcount



UNEMPLOYMENT/FULL-TIME HEADCOUNT



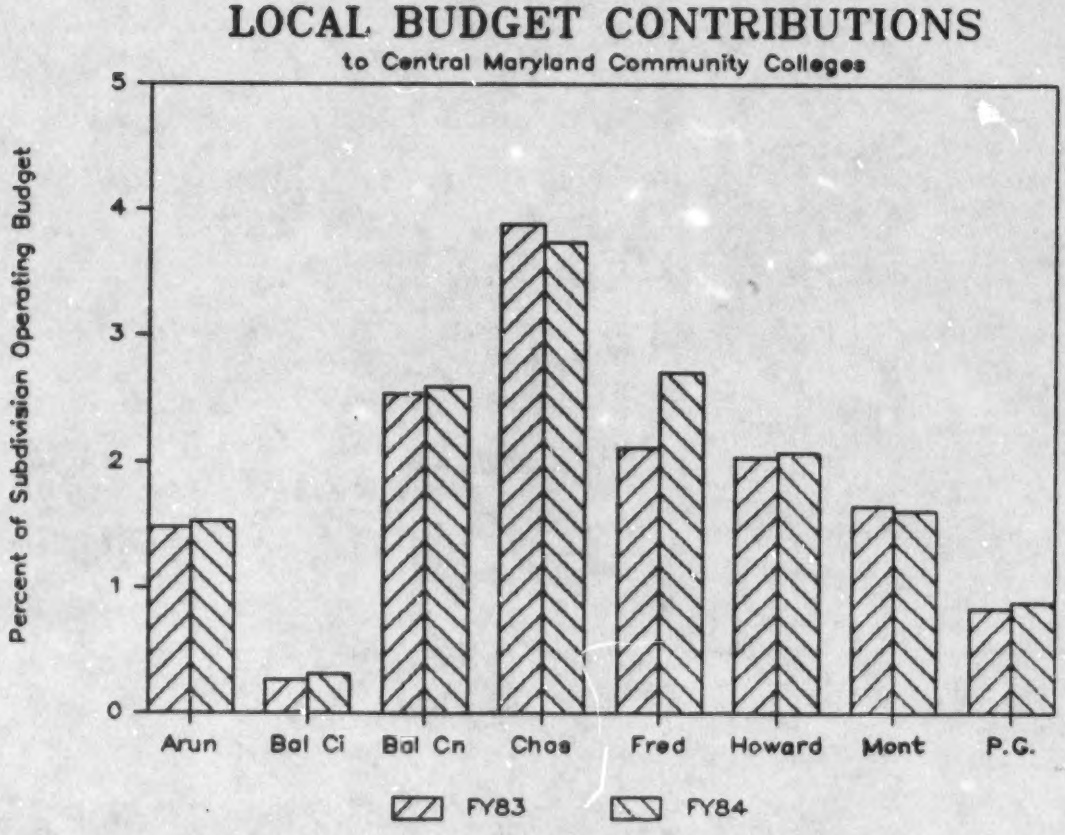
UNEMPLOYMENT/PART-TIME HEADCOUNT



Percent of Local Budgets Contributed to Community Colleges

Political Subdivision		Fiscal Year 1983 Subdivision Operating Budget	Fiscal Year 1983 Contribution to Community College	Fiscal Year 1983 Percent of Budget to Comm. College	Fiscal year 1984 Subdivision Operating Budget	Fiscal year 1984 Contribution to Community College	Fiscal year 1984 Percent of Budget to Comm. College
Anne Arundel	Arun	322,830	4,773	1.48	343,894	5,279	1.53
Baltimore City	Bal Ci	1,248,245	3,218	0.26	1,102,395	3,436	0.31
Baltimore County	Bal Cn	628,468	15,940	2.54	675,446	17,488	2.59
Charles County	Chas	40,830	1,586	3.88	45,509	1,702	3.74
Frederick County	Fred	54,943	1,161	2.11	59,582	1,612	2.71
Howard County	Howard	100,329	2,037	2.03	110,005	2,277	2.07
Montgomery County	Mont	782,100	12,871	1.65	822,800	13,300	1.62
Prince George's County	P.G.	[illegible]4,062	5,527	0.83	610,931	5,427	0.89

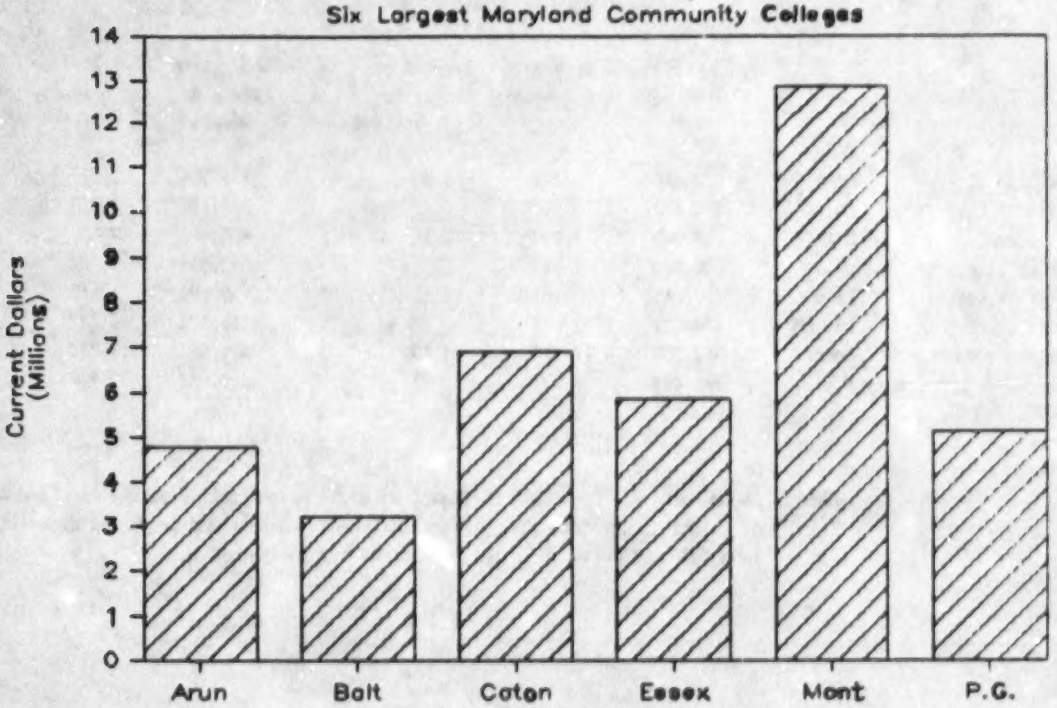
SOURCE: State Board for Community Colleges, based on budget data from the Maryland Association of Counties, November 1983. Figures represent actual and projected expenditures, not budgeted appropriations. Dollar amounts are thousands.



BEST COPY AVAILABLE

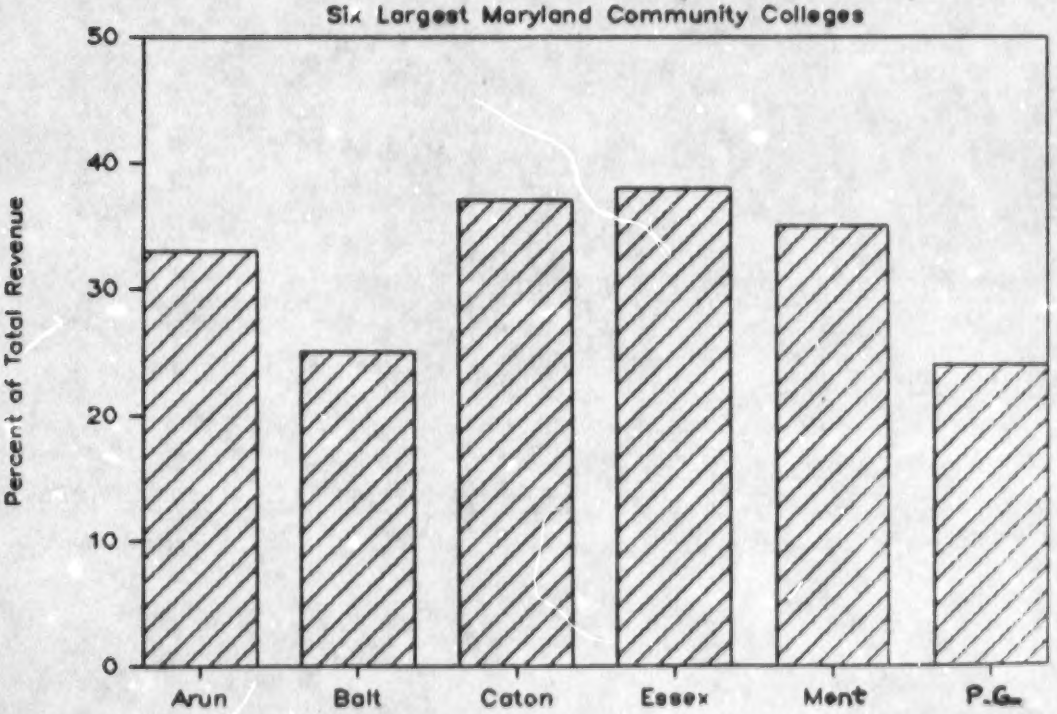
FY83 LOCAL AID (DOLLARS)

Six Largest Maryland Community Colleges

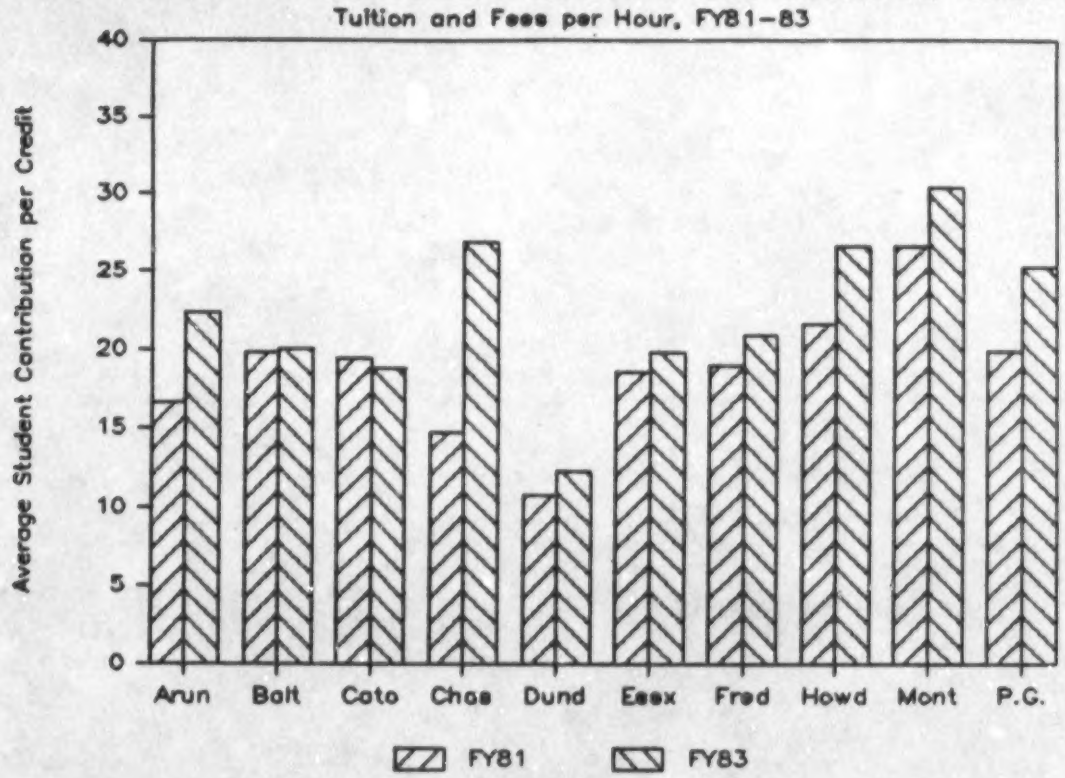


FY83 LOCAL AID (PERCENT)

Six Largest Maryland Community Colleges



STUDENT CONTRIBUTION PER CREDIT HOUR



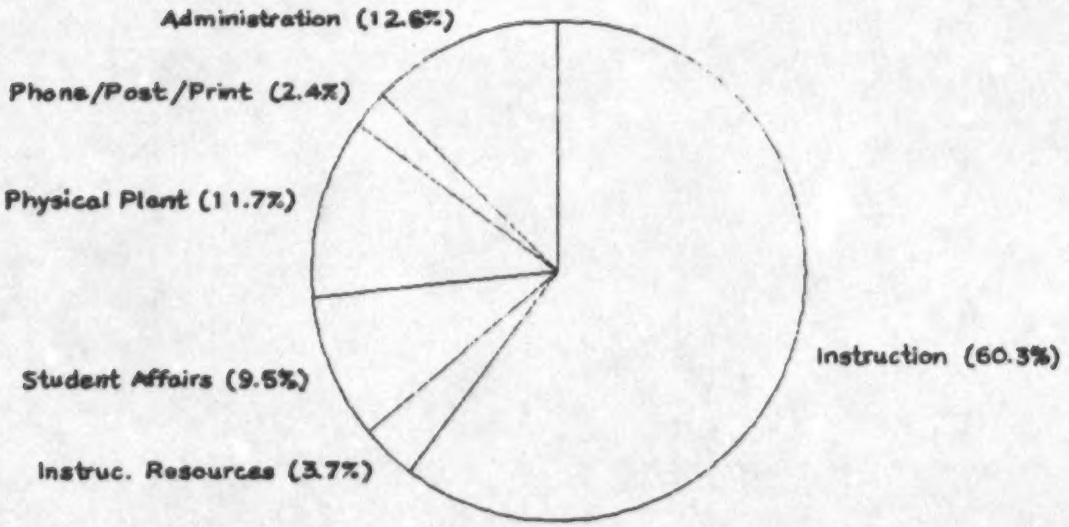
Average Tuition per Credit Hour, FY79-83

Community College		FY79	FY81	FY83	FY79 - 83 Percent Change
Anne Arundel	Arun	18.72	16.63	22.34	19%
Baltimore	Balt	14.43	19.77	20.05	39%
Catonsville	Cato	18.13	19.39	18.80	4%
Charles	Chas	12.70	14.76	26.86	111%
Dundalk	Dund	10.72	10.76	12.25	14%
Essex	Essx	17.35	18.57	19.82	14%
Frederick	Fred	18.08	18.95	20.86	15%
Howard	Howd	16.87	21.52	26.56	57%
Montgomery	Mont	22.87	26.52	30.31	33%
Prince George's	P.G.	17.68	19.88	25.25	43%

SOURCE: State Board for Community Colleges. Figures equal all in-state tuition and fees divided by Maryland credit hours and equated hours.

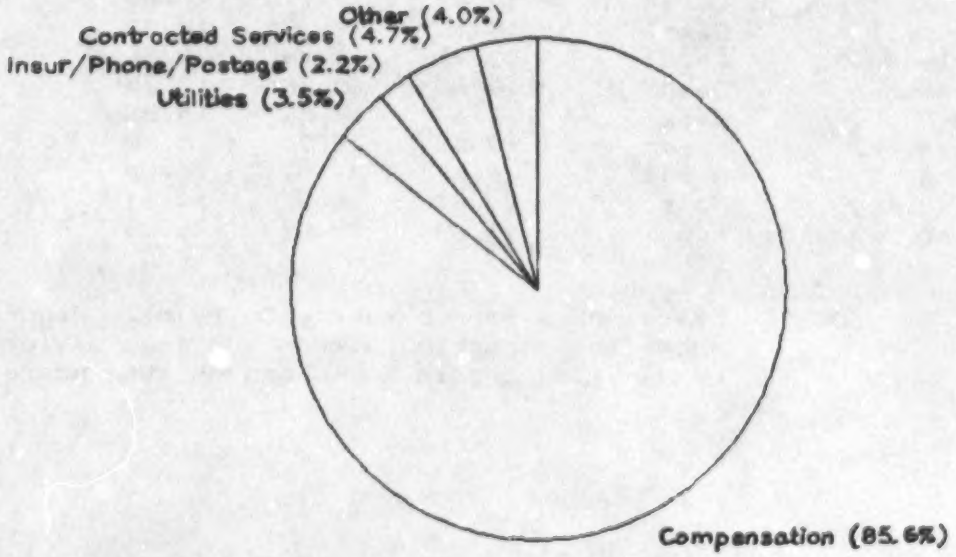
FY84 EXPENDITURES BY FUNCTION

General Unrestricted Fund



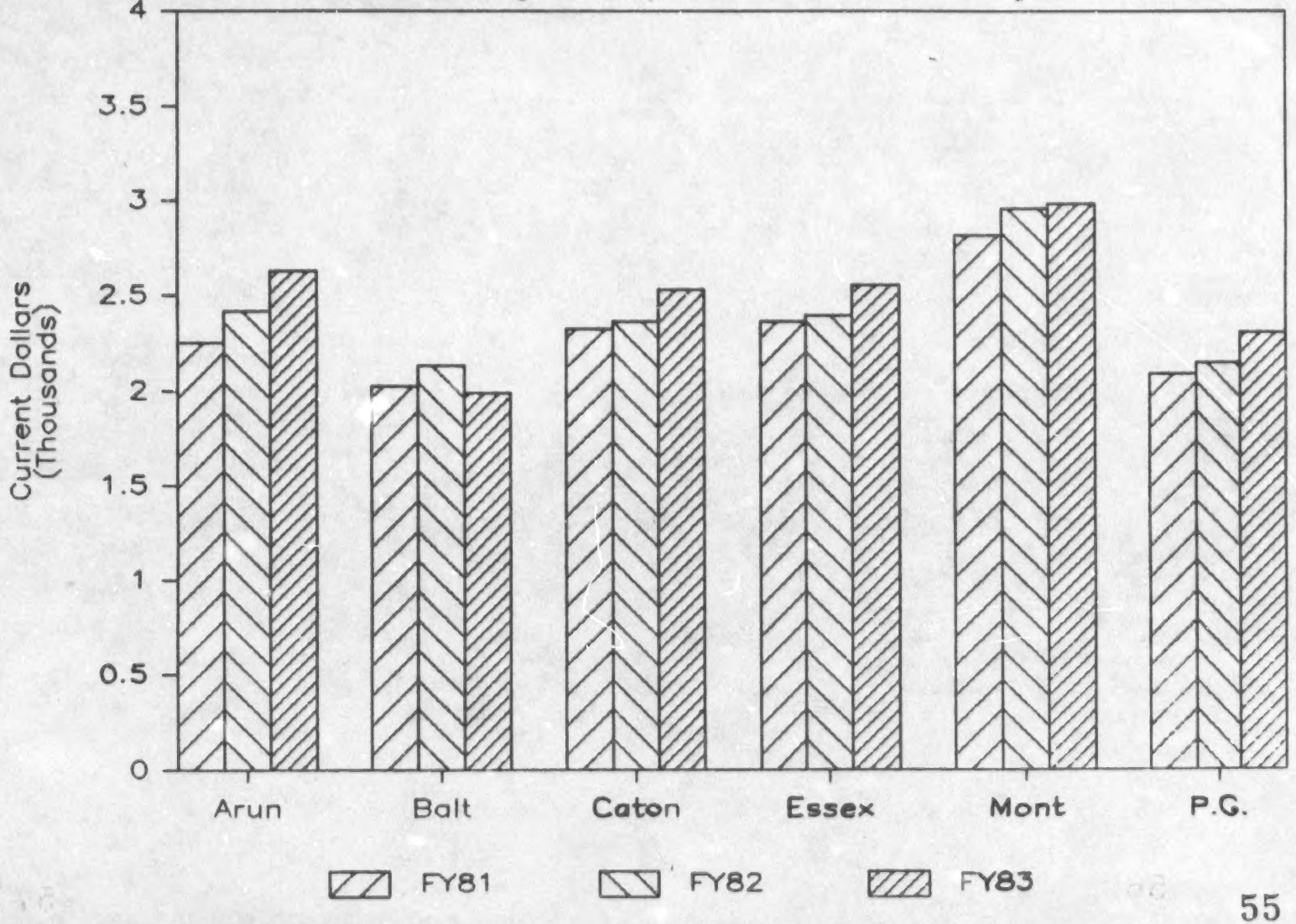
FY84 EXPENDITURES BY OBJECT

General Unrestricted Fund



NET COST PER F.T.E. STUDENT

Six Largest Maryland Community Colleges



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FACULTY SALARY SURVEY
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

College	Faculty on Ten-Month Salary Contracts											
	Professors		Associate Professors		Assistant Professors		Instructors		Other		Total No.	Overall Average Salary
	No.	Average Salary	No.	Average Salary	No.	Average Salary	No.	Average Salary	No.	Average Salary		
Allegany	7	$ 28,020	12	$ 23,256	24	$ 19,338	17	$ 17,684	4	$ 13,898	64	$ 20,243
Anne Arundel	41	32,429	68	28,190	46	23,058	24	19,468	-	-	179	26,673
Baltimore	37	33,442	37	27,059	42	22,026	17	19,120	12	16,750	145	25,446
Catonsville	46	36,344	80	29,964	50	25,243	17	21,709	-	-	193	29,535
Cecil	4	27,254	3	23,908	14	20,707	4	16,655	-	-	25	21,490
Charles	13	30,455	11	26,588	12	21,205	3	17,466	-	-	39	25,519
Chesapeake	1	28,288	9	24,030	9	19,231	9	16,918	2	15,431	30	20,025
Dundalk	6	31,843	12	28,463	17	24,301	7	21,172	-	-	42	26,046
Essex	47	36,725	48	29,719	40	25,140	15	20,075	1	13,705	151	29,623
Frederick	8	32,453	6	25,731	15	20,437	12	16,231	-	-	41	22,325
Garrett	1	26,976	3	26,070	9	19,825	8	16,678	-	-	21	19,859
Hagerstown	14	26,789	12	23,783	11	20,269	3	18,987	-	-	40	23,509
Harford	8	33,256	34	28,660	21	22,639	4	14,378	-	-	67	26,469
Howard	5	35,288	9	28,938	17	23,654	8	18,162	5	16,108	44	24,201
Montgomery	167	35,338	81	29,935	75	24,247	13	19,981	-	-	336	30,966
Prince George's	95	35,041	88	31,147	39	25,388	11	19,500	2	18,025	235	31,109
Wor-Wic Tech	-	-	5	23,856	8	22,488	5	19,228	-	-	18	21,962
TOTAL	500		518		449		177		26		1,670	
Weighted average		$ 34,440		$ 28,920		$ 23,212		$ 18,875		$ 16,067		$ 27,773

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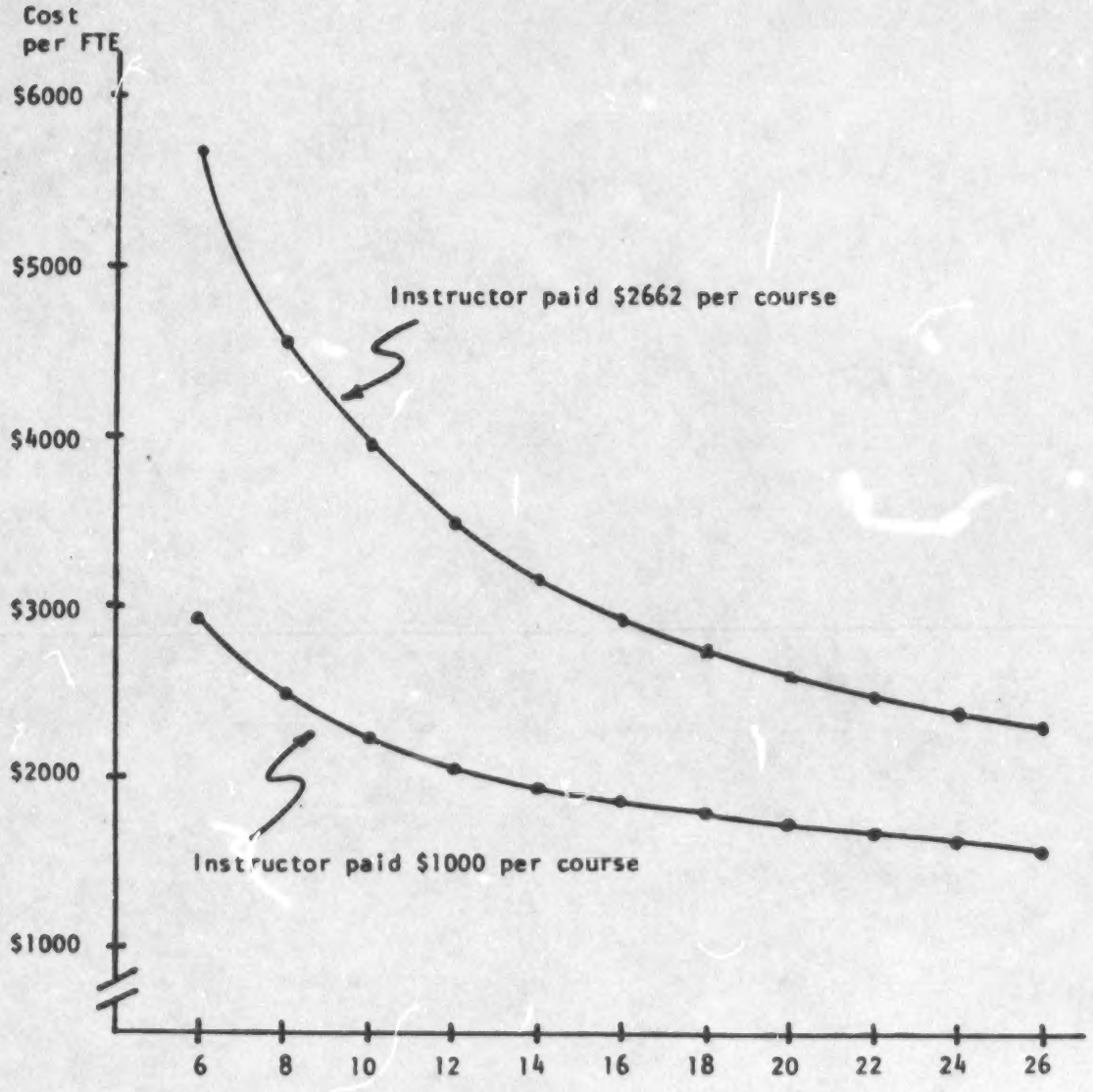
Maryland State Board for Community Colleges

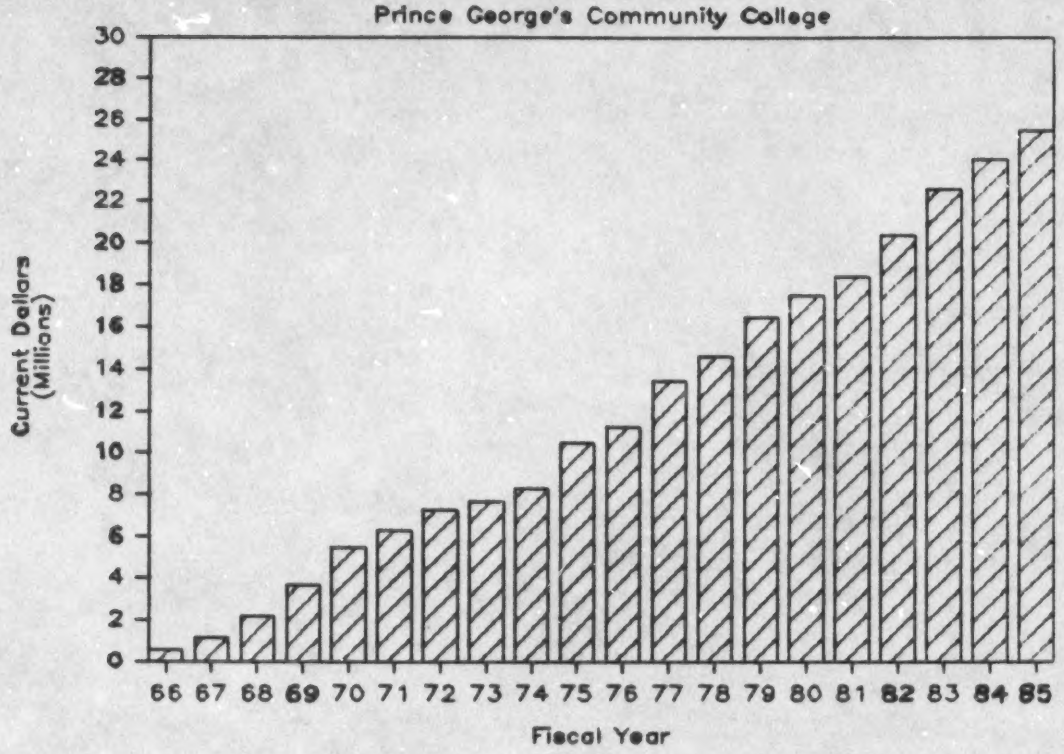
COST PER FTE ENROLLMENT AS A FUNCTION OF CLASS SIZE



Assumptions:
(1) Overall cost per FTE at the college is $2500 per FTE.
(2) The average faculty member is paid $26,620 to teach 10 courses. $26,620/10 = $2,662 per course.
(3) Indirect costs at the college account for 50% of all costs ($1250/FTE).
(4) Course is three credit hours.

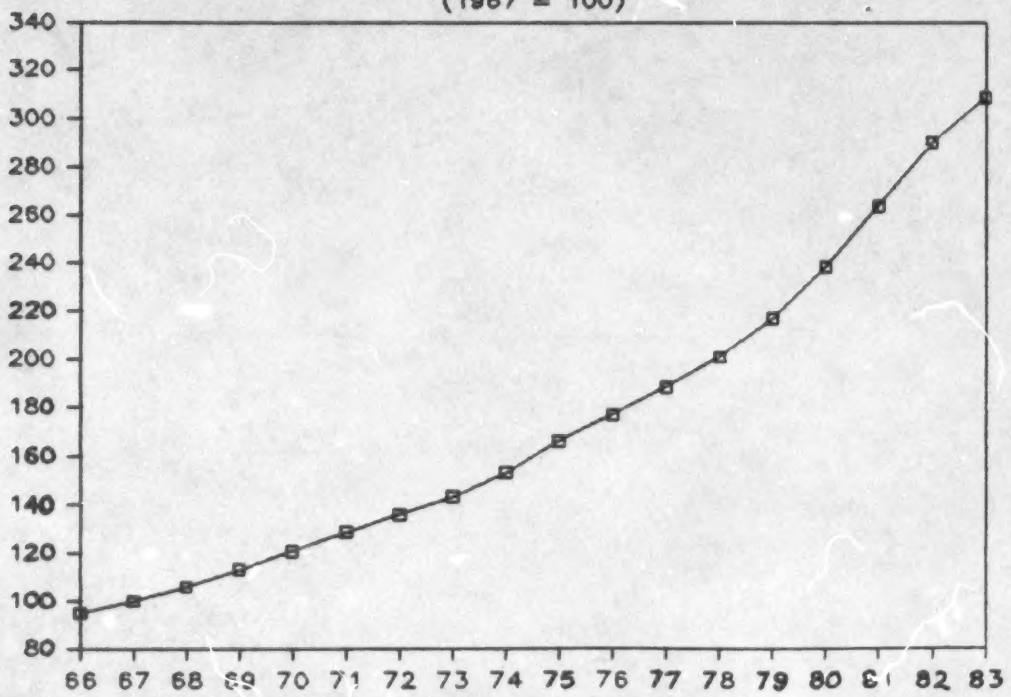
GENERAL FUND OPERATING BUDGETS

Prince George's Community College



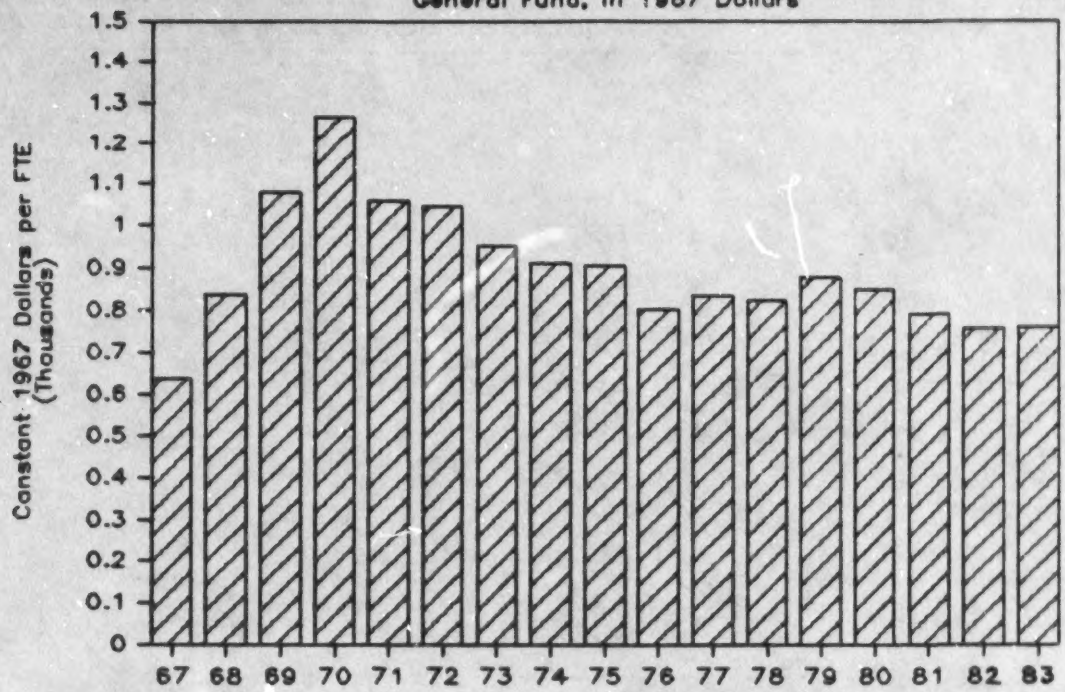
HIGHER EDUCATION PRICE INDEX

(1967 = 100)



CONSTANT DOLLAR EXPENDITURE PER FTE

General Fund, in 1967 Dollars

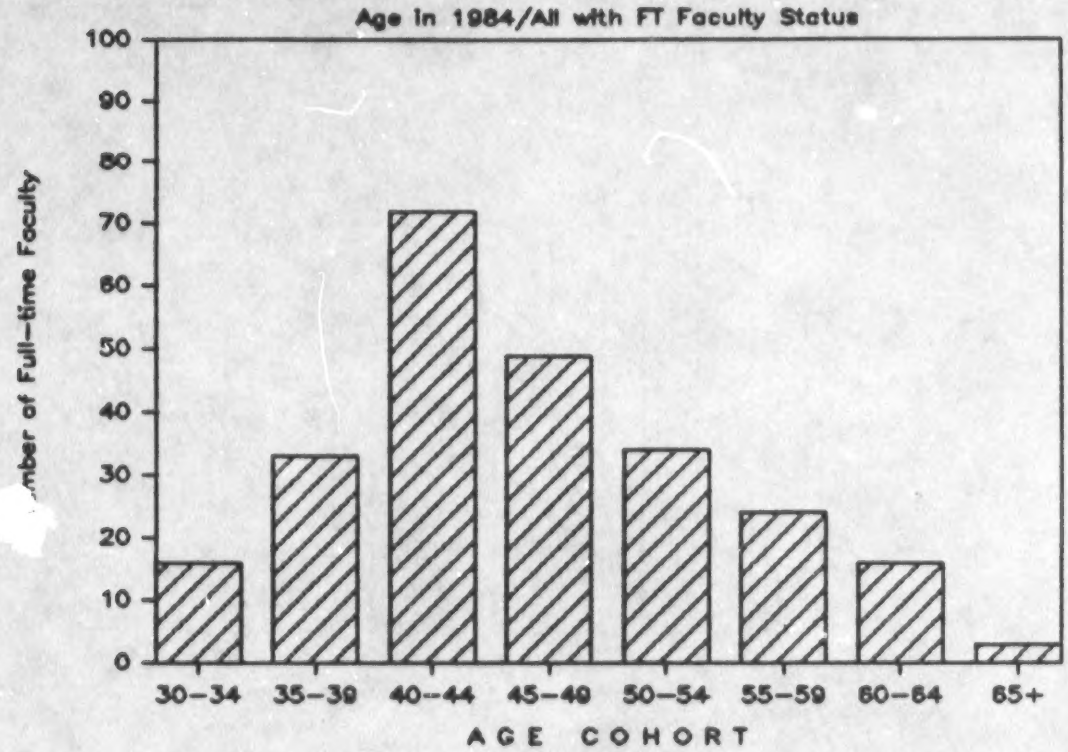


Constant Dollar Expenditure per FTE

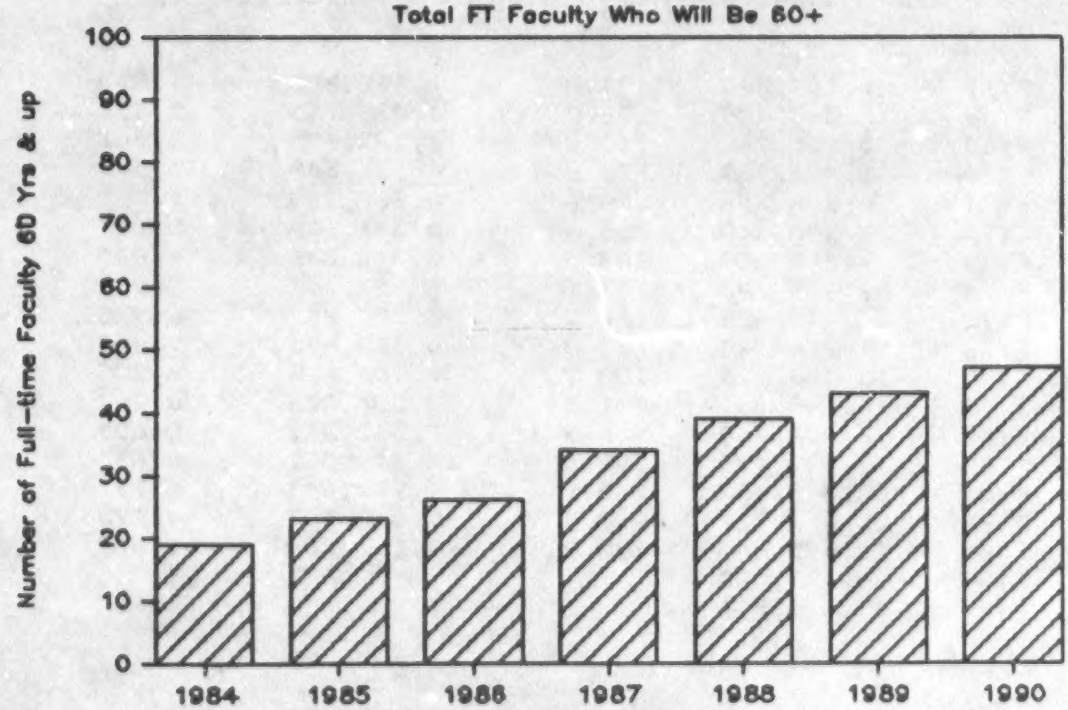
Year	Budget	HEPI	Constant Dollars	FTEs	$ per FTE
FY67	1,162,880	100.0	1,162,880	1,830	635
FY68	2,213,423	106.0	2,088,135	2,491	838
FY69	3,715,762	113.2	3,282,475	3,041	1,079
FY70	5,461,788	120.8	4,521,348	3,572	1,266
FY71	6,248,596	128.6	4,858,939	4,589	1,059
FY72	7,240,840	135.8	5,331,988	5,111	1,043
FY73	7,682,458	143.0	5,372,348	5,640	953
FY74	8,309,283	153.1	5,427,357	5,957	911
FY75	10,449,488	166.2	6,287,297	6,928	908
FY76	11,216,220	177.2	6,329,695	7,873	804
FY77	13,406,429	188.7	7,104,626	8,505	835
FY78	14,545,984	201.3	7,226,023	8,767	824
FY79	16,403,750	216.9	7,562,817	8,609	878
FY80	17,442,433	238.3	7,319,527	8,637	847
FY81	18,348,552	263.9	6,952,843	8,792	791
FY82	20,363,727	290.4	7,012,303	9,273	756
FY83	22,575,443	308.8	7,310,700	9,630	755
FY84	24,023,020				
FY85	25,515,564				

HEPI= Higher Education Price Index

FULL-TIME FACULTY AGE DISTRIBUTION



FULL-TIME FACULTY OVER AGE 60

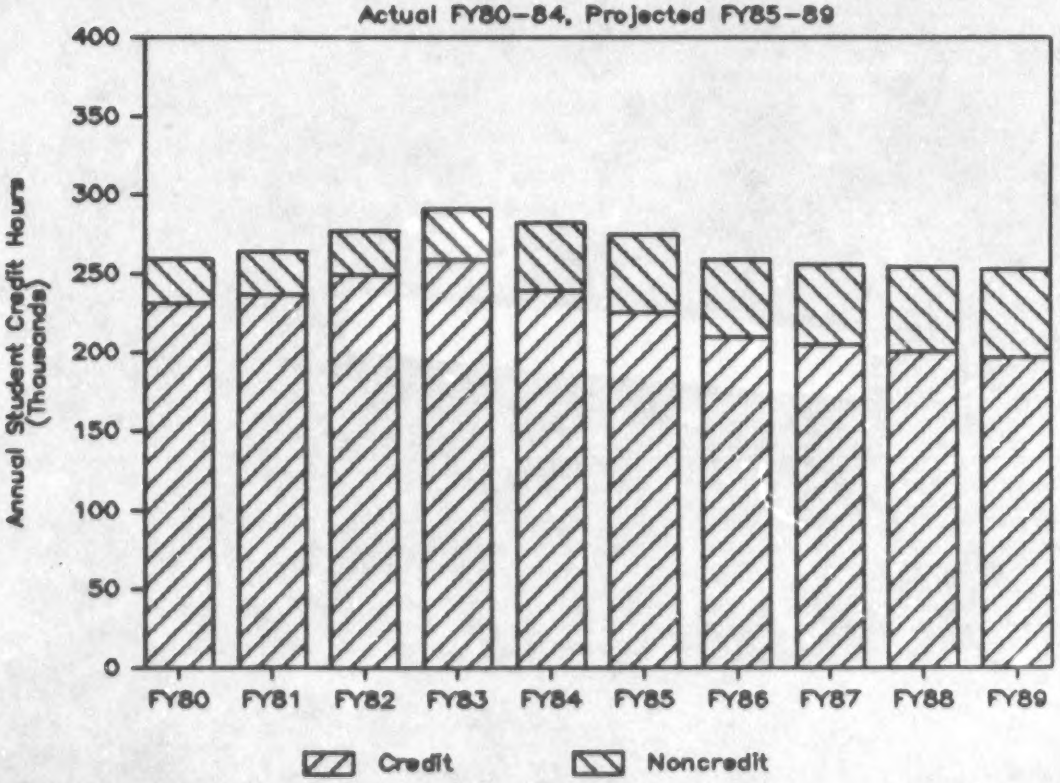


PGCC Credit Hour Forecasts, FY85-89

	FY85	FY86	FY87	FY88	FY89
CREDIT	225,630	209,703	204,610	200,494	196,690
Summer II	8,448	9,241	8,321	8,090	7,874
Fall	106,186	98,565	96,663	94,892	93,257
Spring	99,417	92,096	90,268	88,567	86,996
Summer I	11,579	9,801	9,358	8,945	8,563
NONCREDIT	48,693	49,043	50,864	53,289	55,827
Fall	14,121	14,223	14,750	15,453	16,190
Spring	15,095	15,203	15,768	16,520	17,306
Summer	19,477	19,617	20,346	21,316	22,331
TOTAL	274,323	258,746	255,474	253,783	252,517

ANNUAL STUDENT CREDIT HOURS

Actual FY80-84, Projected FY85-89



PLANNING BRIEFS FY84-85

One page summaries of information supporting strategic planning prepared for meetings of the Planning Council during FY84-FY85. Most briefs included tables and graphs in appendices.

PB84-1 **Population Trends** (January 1984): Changes in total population and racial composition in P.G. and neighboring jurisdictions. Enrollment rates by race.

PB84-2 **Lifestyle Changes** (January 1984): Changes in household structure and female labor force participation rates, 1970-80. Enrollment rates by sex.

PB84-3 **Age Composition Trends, Forecasts, and Implications** (February 1984): Age group trends and forecasts for Prince George's County. Enrollment implications.

PB84-4 **Factors Impacting PGCC Enrollment in the 1980s** (February 1984): Decline in high school graduates, older population, economic conditions, other educational opportunities, governmental support, and financial aid.

PB84-5 **The County Economy** (March 1984): P.G. County housing and employment indicators, 1970-80, and forecasts through 1990.

PB84-6 **Analysis of the Winter 83-84 Intersession** (March 1984): Analysis of registrations data for the 83-84 intersession and summary findings from a survey of students concerning their views on intersession classes.

PB84-7 **Faculty Views on Intersessions** (April 1984): Summary of findings from a faculty survey concerning intersession teaching.

PB84-8 **Faculty Recommendations for Increasing Enrollment** (April 1984): Suggestions for the 1980s from 241 credit faculty surveyed in February 1984.

PB84-9 **Evaluating Enrollment Projection Methods** (May 1984): Comparisons of the SBHE headcount projections through FY91, a population component yield model, and curve-fitting techniques. Each method evaluated against actual fall 1983 enrollment.

PB84-10 **Component Yield Forecast of Credit Student Headcount for Fall 1984** (May 1984): This method forecast a six percent decrease in headcount enrollment for credit programs in fall 1984 compared to the prior fall, primarily due to fewer students continuing from the spring.

PB84-11 **Enrollment of P.G. County Residents in Maryland Colleges and Universities, Fall 1982** (May 1984): Data from SBHE for Fall 1982 revealed PGCC to be the most popular institution for freshman and sophomore level study for both full and part-time students residing in Prince George's County.

PB84-12 **Fall 1983-Spring 1984 Retention** (June 1984): Sixty percent of the credit students attending in fall 1983 continued their studies in spring 1984. This retention rate was comparable to that of the mid-to-late 1970s.

PB84-13 **Credit Hour Forecasts** (June 1984): Several sets of credit hour projections are included in this brief, including annual forecasts for each instructional cost center, collegewide forecasts for fall 1985-90, and FTE projections for credit and noncredit programs through FY91.

PB85-1 **Economic Outlook Update** (July 1984): Projections of population and employment from Maryland DET and PG-MNCPPC are summarized in this brief. The projections are lower than previous reports, but generally suggest a favorable outlook. Jobs in manufacturing and "high technology" will not be plentiful.

PB85-2 **Market Segmentation Analysis by Student Goals** (August 1984): PGCC's combined credit and noncredit student body is dissected into eight segments based on student reasons for attending the College. The segments include transfer preparers, job seekers and upgraders, determined degree-seekers, "explorers", and personal enrichers. Estimated headcount, attendance patterns, typical curricula choices, and common source populations are examined for each segment.

PB85-3 **Credit Hour Forecast Update** (August 1984): Credit hour forecasts through FY89 are presented for both credit and noncredit programs.

PB85-4 **Comparing County Expenditure Priorities in FY83** (September 1984): Expenditures by function (education, sanitation, highways, etc.) in FY83 are reviewed for 9 jurisdictions in Maryland. Local support for community colleges is analyzed in the context of other governmental priorities.

PB85-5 **Fiscal Year 1985 Credit Hour Update** (September 1984): Actual third week enrollment is compared to prior projections and FY85 total hours are forecast. The appendix includes line graphs for each department displaying enrollment for the last 8 fall terms.

For further information contact:

Craig A. Clagett
Planning Analyst
Marlboro Hall 3002
322-0739

PRELIMINARY MARKET ANALYSIS AND INSTITUTIONAL ASSESSMENT

November 1984

User Response/Suggestion Form

The purpose of this document was to gather in one place a collection of information that would be useful to College personnel in preparing their input to the College's new planning process. The Planning Office would like your response to its effort. You are encouraged to complete this response/suggestion form and return it to Craig Clagett, Planning Analyst, M-3002. Thank you!

1. Please check how useful this document was in your planning efforts:

___ A. Indispensable!

___ B. Very helpful

___ C. Definitely worthwhile

___ D. Of some use

___ E. Not needed

2. What parts of this document did you find most useful?

3. What parts of this document were not needed (could have been left out)?

4. What should be added to this document next year to make it more useful?

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